DOCUMENT RESUME

ED 358 226 UD 029 301

TITLE Summer Challenge: Model Summer Programs for Disadvantaged Students.
INSTITUTION Office of Educational Research and Improvement (ED), Washington, DC. Programs for the Improvement of Practice.
REPORT NO ISBN-0-16-041786-4; PIP-93-1501
PUB DATE May 93
NOTE 93p.
AVAILABLE FROM U.S. Government Printing Office, Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328.
PUB TYPE Guides - Non-Classroom Use (055) -- Reports - Evaluative/Feasibility (142)

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS Children; *Compensatory Education; Curriculum Design; *Disadvantaged Youth; Economically Disadvantaged; Educational Assessment; *Educationally Disadvantaged; Elementary Secondary Education; *High Risk Students; Parent Participation; Program Descriptions; *Program Design; Program Effectiveness; Public Schools; *Summer Programs; Summer Schools

ABSTRACT

This guide is designed to help school staff plan effective summer programs for disadvantaged children by offering an array of ideas for designing exciting and stimulating summer programs and offering important information from research and practice on what makes an effective summer program. If schools are to expect excellence from disadvantaged children, these children must have challenging, positive summer experiences they can use as a base for future learning. In addition, summer experiences should offer a chance to bring new levels of self-confidence and achievement to disadvantaged students. Structural attributes of successful programs include strong instructional leadership, high expectations, and respect for diversity. Organizational arrangements involve efficient use of time, staff development, and parent involvement. Components of good curriculum and instruction build on students' prior knowledge, and emphasize classroom management, integrated learning, and recognition of success. Accountability and use of appropriate assessments are hallmarks of the schools' sense of responsibility to students and the community. Sixteen model summer programs are described including goals, curriculum and instruction, evidence of success, and comments and contact persons. Appended is a list of places providing information and assistance, including Chapter 1 Technical Assistance Centers and regional education laboratories. (JB)

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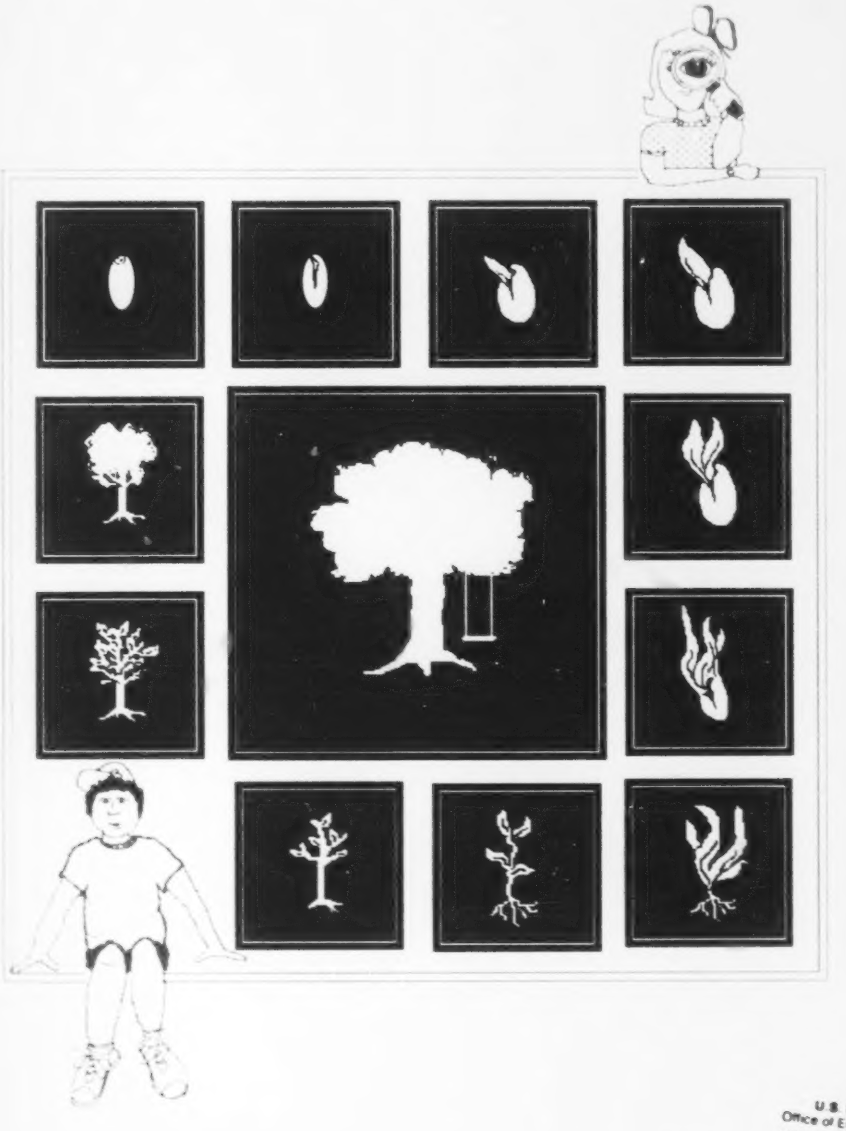
Summer Challenge

MODEL SUMMER PROGRAMS FOR DISADVANTAGED STUDENTS



"Successful summer learning programs leave participants - adults and children alike - feeling refreshed, competent, and eager to continue growing."

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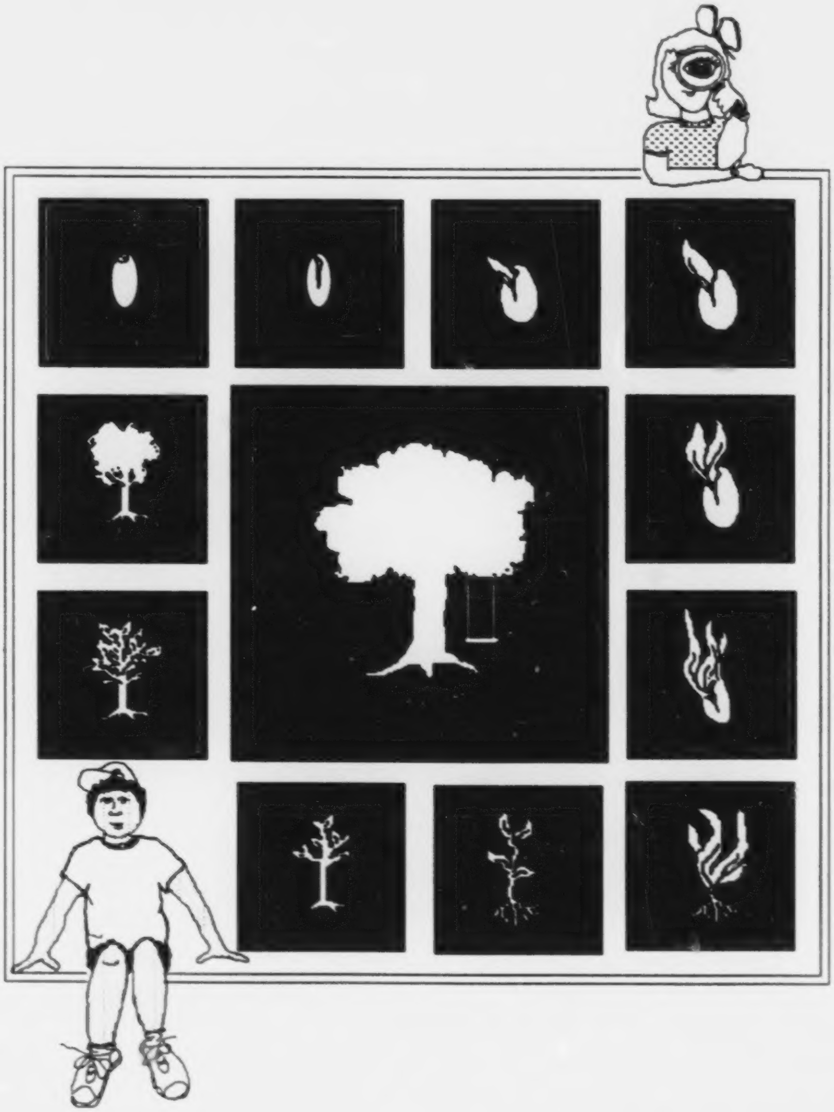

May 1993

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Superintendent of Documents, Mail Stop: SSOP, Washington, DC 20402-9328
ISBN 0-16-041786-4

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PREFACE

For many children, summer brings not only fun but new opportunities and new challenges. This is not often true for disadvantaged children.

For too many youth, positive experiences are few and unproductive periods are frequent. Many of our nation's youth are faced with large gaps in learning during the summer break — gaps that lead to significant learning loss — particularly in English and math. We find that those young people need to use September and October as "catch-up" months rather than as new learning months.

Summer experiences ought to be learning experiences. If we expect excellence from disadvantaged children, we need to offer challenging, positive summer experiences they can use as a base for future learning. It is also a chance to bring new levels of self-confidence and achievement to disadvantaged students.

Schools can implement genuinely promising instructional techniques that feature active parent and community involvement. They can develop motivating professional development activities. And, they can support students' learning with related activities such as school health services, arts education, and transportation.

This guide is designed to help you plan effective summer programs for disadvantaged children. It offers an array of ideas for designing exciting and stimulating summer programs that will enrich the lives of disadvantaged children, their families, and the communities in which they live. It also contains important information from research and practice on what makes an effective summer program and things to keep in mind when designing summer programs, as well as descriptions of highly effective summer programs.

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Summer Challenge

Model Programs for Disadvantaged Students

Effective summer learning programs take advantage of summer's sunny days and opportunities. At the same time, though, they maintain a keen focus on academic progress. They expand the scope of learning, experiment with alternative methods and arrangements, and often involve community members and institutions in new roles. In the summer, educators and students are willing to set aside some of the formal constraints and attitudes that shape behavior during the regular school year.

Perhaps for these reasons, successful summer learning programs leave participants — adults and children alike — feeling refreshed, competent, and eager to continue growing. The programs profiled for this guide are distinguished by their success in supporting the academic development of disadvantaged children, as well as in promoting a variety of life skills or enrichment objectives during the summer and often in the school year following.

...successful summer learning programs leave participants — adults and children alike — feeling refreshed, competent, and eager to continue growing.

Such programs are especially important for poor children because studies of children's learning patterns show that at-risk students suffer particular academic losses during the summer. Their learning curve is about the same as other children's during the school year, but falls off more sharply during the summer.

This pattern of difference in educational progress stems partly from differences in family or community circumstances. Children of the middle class appear to rely on school for only a portion of their academic learning. Their proficiency in basic and advanced academic subjects is boosted by parents' instruction, extracurricular activities (e.g., private lessons, voluntary associations such as scouting or sports), and family activities that reinforce education even when they are construed as entertainment.

...disadvantaged children lose more ground in academics over the summer than other children do.

Children in poor families, on the other hand, rely primarily on school for academic learning. With lower educational attainment, their parents may not be able to answer academic questions, so that supervision of homework may be restricted to procedural rather than substantive support. Their family activities may focus more on survival and home maintenance issues — of great practical value, but often without obvious and immediate implications for schoolwork. With limited resources, poor families cannot afford the extracurricular and recreational experiences that promote children's academic achievement, among other things. Community resources, beyond the family, are also more likely to be lacking. Disadvantaged children learn things from their families and communities, but what they learn is less likely to influence academic competence than what middle class children learn.

These differences between economically disadvantaged children and others are the basis for repeated observations that disadvantaged children lose more ground in academics over the summer than other children do. When school is not in session, middle class students can still rely on family and community for academic learning opportunities, but poor children cannot to the same degree. For these children, summer learning programs offer a way to maintain earlier gains.

Some critics charge that summer programs are ineffective in helping at-risk children in the long run. The problem of short-term vs. long-term academic gains for at-risk children in various compensatory programs is a familiar one. Many programs that are demonstrably helpful to at-risk children in the short-run cannot by themselves sustain that advantage in the long-run. This should not be surprising or unexpected. As Richard Murnane of Harvard University has suggested, perhaps we should not think of specific compensatory programs as inoculations against any further difficulties, but as vitamins which must be taken periodically to bolster and maintain the benefits that at-risk children acquire in these special programs.

Highly successful summer programs for at-risk youth continue to play an important role in helping these children. But we need to acknowledge the need for regular, continuous efforts in the summers and during the regular school years for at-risk children. There is no simple solution that will once and for all overcome the various challenges and disadvantages some children face in their daily lives. More likely, it will be concerted and ongoing assistance that will make a significant contribution to their lives.

In an effort to promote the academic success of all children, communities around the country have developed programs that have been reliably productive for their disadvantaged youth. These programs, some of which have earned national recognition, base their efforts on the same principles that promote effective teaching and learning during the school year. However, they often adjust format, approaches to content, and physical and organizational arrangements to provide an engaging change of pace for everyone involved. In this report, we describe programs that have achieved a history of success in promoting the academic growth of disadvantaged students, often in addition to promoting other kinds of growth.

In an effort to promote the academic success of all children, communities around the country have developed programs that have been reliably productive for their disadvantaged youth.

What Makes a Program Effective?

Successful summer learning programs — like successful school year programs — create conditions that nurture hard work, meaningful content, and appropriate tasks. According to recent research and observations by practitioners, reported in the *Effective Compensatory Education Sourcebook* (Reisner & Haslam, 1992), four kinds of attributes characterize schools that nurture and sustain the learning of disadvantaged students:

Structural attributes reflect strong instructional leadership, goals that emphasize high and challenging expectations, and norms of respect for the diverse cultural backgrounds of members of the school community.

Organizational arrangements make efficient use of learning time, facilitate coordination of programs, promote professional development, and encourage collaboration with parents to achieve educational goals for students.

Curriculum and instruction build on students' prior knowledge, make explicit the school's social and behavioral expectations, integrate study of basic and more advanced knowledge and skills, use an appropriate array of strategies, recognize and celebrate student progress, and make learning tasks the heart of classroom management.

Accountability and use of appropriate assessment are hallmarks of the school's sense of responsibility to students and community.

Exemplary summer learning programs for disadvantaged children illustrate the many ways communities create institutions that support optimal learning by integrating these principles.

Structural Attributes of Successful Schools: Leadership, High Expectations, and Diversity

Summer Tips

- Bring school leadership teams together to develop long-range goals, and to design programs, delivery standards, and strategies for evaluating program impact.
- Seek coherence among programs for educationally disadvantaged children.
- Share leadership with community members in the design and delivery of programs that contribute to broad-based community goals.
- Try out different management and instructional leadership configurations that bring parents, business, and community leaders into the schools.

Instructional leadership offers vision and motivation as well as support.

Effective summer programs use a wide range of leadership models. They have a vision of learning that consists of, among other things, coaching, teamwork, higher-order thinking, and authentic tasks for students.

In South Bend, Indiana, the project director challenges staff to develop and adopt a catchy, relevant theme and invest time during the school year to brainstorm ways to explore it with children in grades K-10. She has extensive knowledge of curriculum, instructional technology, the special gifts and needs of language minority children, and strategies to involve community partners.

In Beaverton, Oregon, instructional leadership is shared among several stakeholders in public and private institutions. The teachers, principals, and parents of private school participants collaborate with the public school project director and consultants to plan for children's long-term success.

In Charlotte, North Carolina, a lead teacher works with the district's mathematics supervisor to set up the summer academy, but daily management is a collective effort. Teachers engage in peer coaching, and teams of teachers plan activities for students. In every case, leadership offers vision and motivation as well as support for routine work.

Staff express confidence in students' potential to master content.

For many children, having to attend summer school is the dismal manifestation of their academic deficiency — being asked (or required) to attend summer school supports their perception that they are not smart. To stimulate the renewal of hope and associated motivation to work hard, successful summer learning programs are undergirded by staff's expressed confidence in students' potential to master content worthy of the investment.

The summer science camp in West Hartford, Connecticut, uses scientific laboratory research and computer applications as cornerstones of its programming. All students — recruited from inner-city Hartford — conduct experiments with controls and compare results to hypotheses.

Charlotte, in the spirit of seeing the glass as half full, chose to characterize potential enrollees as being "on the brink of a math breakthrough," instead of "at risk of failure." They treated students like promising scholars with such conviction that the parents of high achievers complained about being left out of the program.

Charleston, South Carolina, provides a hands-on, science-based experience emphasizing complex skills and knowledge to children who are just getting by during the regular school year. Few exemplary summer programs use a skills approach to remediation; they choose materials that stimulate and engage students.

Summer Tips

- Install intensive hands-on math and science programs where experimentation and investigation are the foundation for instruction and student experience.
- Design programs where groups of students interpret literature and music through the dramatic arts.
- Involve teachers in planning and designing an enriched, rather than an impoverished, curriculum.
- Use instructional strategies that challenge, engage, and invite students to think.
- Provide intensive training in a specific domain such as computers, hands-on science, dramatic arts, higher-level mathematics, literature study, etc.

Summer Tips

- Foster resiliency in children by enhancing social competence, personal problem-solving skills, autonomy, and a sense of purpose and future.

- Train older students to counsel peers and support younger students in managing family relationships, drug prevention, or on other social topics.

- Enhance communication by helping parents, students, and district staff learn a language spoken by a significant percentage of children whose home language is not English.

School programs promote self-esteem and an appreciation of diversity.

In effective schools, students may engage wholeheartedly in the work at hand for two reasons. First, their self-esteem is not continuously undermined by policies or practices that deliberately or inadvertently belittle them. Second, they are able to benefit from open interactions with peers, teachers, and community members.

Good summer programs provide information and experiences that nurture self-esteem and an appreciation of diversity. The WalkAbout program in Minneapolis, Minnesota, guides students through explorations of different social and geographic sectors of their community by means of service-learning projects. Students interact with residents of retirement residences and homeless shelters, and they develop awareness of how disabilities affect participation in community life.

In South Bend, bilingual teachers, teaching assistants, and students talk together in whatever language they share, promoting both content knowledge and communication skills. The culture of students' homes is woven into school discussions and projects. Many summer programs deliberately recruit multicultural student populations to provide such shared experiences and to build tolerance.

Organizational Arrangements in Successful Schools: Time, Staff Development, and Parent Involvement

Staff make good use of learning time.

Most summer schools operate for only a few hours a day during a few weeks of the summer. Those that generate desired outcomes make good use of the time available.

In Buckeye, Arizona, the summer program is scheduled for evenings so that parents can attend. They participate in workshops that help them learn how to support literacy development in their young children. Field trips and home visits are scheduled to accommodate family needs.

In Waco, Texas, students in The Summer Opportunity Program earn high school credit in an open-entry/open-exit, individualized curriculum format that enables them to carry partial credit over semester boundaries. In a system that permits them to acquire credit at a pace set by their own level of commitment, many students choose to stay in high school during a season that had previously eroded their persistence.

Learning is coordinated with students' other needs.

The nature of the problems that underlie children's need for summer learning programs also leads to other conditions that may interfere with learning. Effective summer programs use community resources and those of other organizations to solve problems whenever possible. This may cover a range of services including health/nutrition programs, dental services,

Summer Tips

- Coordinate with other agencies and organizations that offer summer learning opportunities.

- Support disadvantaged students' participation in community-sponsored arts and recreation programs, or support additional instructional staff to work with students in these programs.

- Assist in expanding the activities and number of children served by the public libraries.

- Create summer programs that bridge student transition from one educational program or environment to another. This includes Head Start to elementary transition programs, elementary to middle school transition, middle school to secondary transitions, and school to work transitions.

- For pregnant teens or teen mothers, provide counseling, child care, or prenatal care that increases their likelihood of completing a course of study and providing a better environment for their children.

- Recruit community members to be resources to the summer program by providing apprenticeships or sharing their expertise.

counseling services, and organized summer recreational programs.

South Bend offers health monitoring, as well as free meals through a federal program. In Community High School District 218's summer program (Oak Lawn, Illinois), rising ninth graders receive individual and group counseling to resolve obstacles to their success in high school. School social workers make home visits, reaching almost all the families of disadvantaged students in the program to establish a bond of collaboration between home and school for the benefit of the student.

Professional development is part of a school's mission.

Good schools view the improvement of teaching and learning as their central mission, and they recognize that professional development is essential for achieving this mission. Summer programs provide an opportunity for teachers and principals to learn new content and methods.

These activities could be run in conjunction with summer learning activities for children or in support of general efforts to improve services to disadvantaged children. Such activities could include any teachers who work with these children. Consideration should be given to adult learning theory that underlines the need to use varied strategies: observing, coaching, reading, writing, reflecting, and training.

Charlotte used the summer math project to provide learning opportunities for both teachers and students — an increasingly popular and productive combination of objectives. Teachers learned new methods and content in the pre-academy workshops and then discovered the secrets of implementation in the academy itself.

Summer Tips

- Strengthen staff development activities that are connected to Chapter 1 program improvement plans.

- Design intensive staff development around using the most effective strategies for at-risk children, i.e., a program that communicates high expectations, provides an accelerated, rich curriculum, and demonstrates to kids that what they learn is relevant to their lives.

- Structure a professional development institute that takes place in concert with summer learning program for students. This allows teachers to immediately apply new knowledge and strategies with students, and to modify their approaches where needed.

- Involve teachers in a summer institute that gives them extensive experience in developing and managing thematic instruction or a project-driven curriculum.

Charleston reserves four days of the summer schedule for professional development related to the summer program's emphasis on hands-on learning, literature-based language arts activities, and cooperative learning strategies. In Minneapolis, teachers spend several days exploring new materials and methods before the students arrive.

Where summer program sponsors reported a focus on cultivating teachers' professional skill and knowledge in new dimensions, teacher feedback usually indicated transfer of new learning to regular year assignments.

Effective programs make parent involvement a high priority.

Many effective programs follow the precept, "Parents are the first teachers," and make parent involvement a high priority. Improved student achievement, improved student attitudes toward schools and teachers, and improved school climate are among major benefits of parents' involvement in their children's education.

In Oak Lawn, parents' participation is actively recruited, and bilingual staff facilitate the engagement of parents from language minority families.

Beaverton's reading program makes parents the monitors and reporters of home reading. When students bring in reading records containing parents' signatures attesting to goal attainment, they receive coupons for free books at a local bookstore. Summer program staff often invite parents to orientation meetings when programs begin, open house events that display students' work, and end-of-term celebrations.

Summer Tips

- Experiment with alternative approaches for involving Chapter 1 parents: home visits, exploratory problem-solving conferences, parent workshops or focus groups, or cooperative parent-child learning opportunities.

- Provide intensive awareness programs for teachers, for parents, and for parents and teachers together that give opportunities for each group to learn how to work with the other, to communicate more effectively, and to learn about each other.

- Encourage families to learn how to become advocates for their children at a level that is comfortable for them: at home, in the classroom, on committees, as a leader and decisionmaker, and/or as a community member.

- Send home summer packets of literary or other inviting learning materials for educationally disadvantaged children.

- Train parents or other community members to work as instructional assistants in the summer program.

Curriculum and Instruction: Prior Knowledge, Classroom Management, Integrated Learning, Recognizing Success

Summer Tips

- Train teachers in new approaches for diagnosing and understanding individual student needs.

- Tailor programs for students that will carry into the regular school year based on the results of intensive work in the summer.

- Develop a summer school program theme, activities, and potential outcomes/products in collaboration with children and parents.

- Focus on collaboration, teamwork, and conflict resolution that helps students deal with the expectations of schooling.

- Engage students and program leaders in service initiatives that improve students' knowledge of and interaction with the community.

Learning builds on students' prior knowledge.

Although disadvantaged students may not have the kinds of knowledge and skill that show up on school tests, they do accumulate information about their environment just as other students do. When schools can bridge school work to other relevant knowledge, students' opportunities to acquire and integrate academic learning improve. Effective programs for educationally disadvantaged children enhance their readiness for the upcoming school year, so that they are more apt to be successful in the regular school program.

Both the Buckeye and the South Bend projects involve children in writing journals and family histories, thus using word-processing skills to create meaningful text. (Parents often participate in developing ideas for these assignments.) Charleston teachers choose science themes related to familiar things such as "Frogs, Toads, and Slimy Things," and "Underwater Critters." They take students on field trips to nearby sites to extend students' experience of science applications.

Students understand school rules and expectations.

One way to facilitate students' integration into environments with distinctive norms of behavior without implicitly criticizing taken-for-granted norms that may apply in other areas of their lives is to teach the desired behaviors explicitly, the way one might teach French or geometry without prejudice to German or algebra.

In Oak Lawn's summer program, counselors meet with students to explain the rules and expectations of high school. While summer teachers confess to supporting an air of informality, they also make sure that students learn the behavioral conventions they will be expected to follow during the school year. In Austin, Texas, Youth Opportunity Program students move onto college campuses, where counselors, teaching assistants, and dormitory supervisors help them learn the kinds of self-regulating behavior that make academic success attainable. The science camp in West Hartford teaches students how to act like real scientists, using sophisticated technology.

Instruction integrates basic and advanced knowledge and skills.

The traditional image of "remedial education" — such as might be the goal of summer school — includes low-level skills and endless drills. In the past, these were thought to be the keys to later learning of advanced content.

Educators now know that this is not always the case. In fact, there are numerous possibilities for learning basic skills within complex and creative lessons that include advanced skills.

In the South Bend program, students dig into high-interest thematic units that engage them in library research, publication of documents such as newspapers and family histories, and creation of topical information booths for open house events. In Oak Lawn, students learn about an owl's eating habits by analyzing the contents of owl pellets and demonstrate understanding of the intertwining concepts of habitats by inventing a creature to live in one.

In Minneapolis, students draft letters to get permission to paint a mural as a community

Summer Tips

- Design learning activities around a broad issue or theme that utilizes concepts from various curricular or subject-matter areas.
- Provide supervised work experience that applies school learning to the job setting.
- Foster knowledge, understanding, problem solving, and communication skills necessary for success in the work place.
- Use outdoor education programs that extend knowledge acquired in science and biology courses.

service project, learning English, math, art, and civics in the process. Their overall knowledge and skills are improved by the alternation of attention between basic and advanced learning within carefully framed, but lifelike and contextualized units of study.

Summer Tips

- Devise curricular units that use student projects as the focal point for instruction.
- Experiment with thematic instruction, heterogeneous grouping strategies, and instructional units that facilitate coordination and integration of summer programs with the regular school year program.
- Give teachers opportunities to understand and observe new practices, to tailor strategies to new content, and to allow for mentoring and coaching during implementation.

Teachers draw from a repertoire of strategies to help students learn.

In analyses of effective teaching, the primacy of whole class direct instruction has given way to a repertoire of teaching strategies that enables teachers to adapt classroom conditions to help all students meet learning objectives. Summer appears to be a time for teachers to learn and experiment with new strategies, and the best programs often feature effective use of their expanded repertoires.

Several programs use technology to promote student writing (Buckeye), make practice more fun (Oak Lawn), and individualize instruction (Waco).

Cooperative learning activities are a mainstay of West Hartford's science camp, Charleston's summer school, and Charlotte's math academy.

Beaverton teachers, among others, use thematic units and whole-language approaches to reading. Except for short periods of sustained silent reading, where everyone in the building — including the custodians at Camp High Life in New Orleans, Louisiana — reads a favorite book, quiet is hard to come by in a successful summer program. Students discuss, explore, travel, paint, interview, manipulate, construct, and experiment, stopping only occasionally to record their observations and ideas or chase down more information in the library.

Student progress is recognized and celebrated.

In South Bend, students invite parents and community members to a fair that displays their summer's products. In Charlotte, members of the local Chamber of Commerce celebrate the conclusion of the summer inaugural program. In Oak Lawn, students' creative writing is published in a book circulated to parents, prospective ninth-grade teachers, and other members of the community.

Recognizing students for the progress they make in learning builds incentive to learn more. It is an important part of effective learning programs. In Waco and Minneapolis, students earn credit toward graduation. In these ways, summer program staff honor students for their effort and make their progress visible to them and their families.

Classroom management supports instruction and "good" behavior.

In schools that effectively promote the learning of disadvantaged students, behavior and materials management strategies support learning. That is, "order" is defined as the conditions appropriate for a given instructional activity, and "good" behavior is defined as behavior that is appropriate.

Summer Tips

- Have students, parents, and community organizations decide how the outcomes or products of the summer program will be displayed or communicated to the public. Student groups might present to business or community organizations, school boards or professional groups, or display products in the public library or City Hall.

- Recognize students publicly for individual or group efforts.

- Offer credit towards graduation for supervised work experience and programs that emphasize application of knowledge in the community or workplace.

Summer Tips

- With students and parents, develop a shared vision for behavioral and social interaction in the program. Identify clear goals, expectations, and potential outcomes of the program.
- Emphasize activities and structure that promote and reinforce exemplary communication, interpersonal relations, and group cohesion.

The organization of lessons, direct instruction related to behavioral expectations, and the rules governing a given event all conspire to facilitate learning in fairly obvious ways. The expected and approved behaviors are so well supported by the arrangements that deviance involves real effort.

Successful summer programs offer activities chosen because they respond to children's learning needs and to their predictable inclinations, given the season. Field trips, hikes, and other physical activities balance with quieter lesson elements. Program designs take into account what children are likely to want to do and what interests them, as well as what their academic needs demand.

Effective programs simplify and reduce teachers' direct exercise of management skills during a lesson by offering an experience that tempts students to do what is required. Virtually every program profiled for this report characterized student behavior as unproblematic. Even those students perceived to be troublesome during the regular school year posed no serious challenges to the behavioral expectations.

Accountability and Assessment: The Bottom Line

Student success is measured in a variety of ways.

Measuring important outcomes of summer learning programs is sufficiently difficult that rigorous evaluations have produced only limited support for generalizable findings. Nevertheless, summer staff do measure and report their outcomes, and often track students' progress in subsequent years.

In Waco, students (and parents) get a precise reading of credit or partial-credit accumulation, based on the number of course objectives met in an individualized study plan. In Charlotte, the district tracks report card grades of the math academy participants to determine the extent to which the goal of successful completion of pre-algebra has been met. South Bend personnel monitor promotion and graduation rates of all participating students.

Use of grades within programs is relatively rare (and freedom from testing and grading is celebrated by both teachers and students). But teachers do, in fact, help students record their progress in a variety of ways; portfolios of good work are one popular method.

Summer Tips

- Experiment with alternative approaches for documenting student achievement and learning, e.g., performance-based tasks, writing assessments, project exhibitions, and portfolios.
- With parents and students discuss educational values and sources of evidence that reflect accomplishment. Formulate a plan for portraying, understanding, and disseminating the evidence of student achievement.
- Experiment with strategies for student self-assessment and peer assessment. Empower students to evaluate their own work and build on the work of others.
- Invite business and the community to participate with the district in the evaluation of summer program impact.

Chapter 1 Summer Program Models

	Elementary	Middle School	Secondary	Language Arts	Mathematics	Science	Social Studies	Computer Skills	Arts	Guidance/Career Awareness	Self-Esteem	Health	Professional Development	JTPA Funding	Parent Involvement	Community Collaboration
Community High School District 218 **Oak Lawn, Illinois**		●	●	●	●	●		●		●		●			●	
Chapter 1 Private School Summer Program **Beaverton, Oregon**	●			●											●	●
Summer Enhancement Program **Charleston, South Carolina**	●			●	●	●		●						●		●
The WalkAbout Program **Minneapolis, Minnesota**	●	●	●	●	●		●		●	●			●			●
Camp High Life **New Orleans, Louisiana**		●		●							●		●		●	●
Summer Science Camp **West Hartford, Connecticut**		●			●	●		●		●	●				●	
Youth Opportunities Unlimited **Austin, Texas**			●	●	●					●	●	●		●		
Liberty Summer Program **Buckeye, Arizona**	●	●		●	●			●							●	●
Summer Program for At-Risk Students **South Bend, Indiana**	●	●	●	●	●	●		●	●	●	●	●	●	●	●	●
Summer Opportunity Program **Waco, Texas**			●		●	●		●		●			●	●		●
Nazlini Boarding School Summer **Ganado, Arizona**	●			●				●							●	
The Pre-Algebra Summer Academy **Charlotte, North Carolina**		●			●			●			●		●			
Peer Production: Discovering the Genius Within You **Fort Lauderdale, Florida**	●	●	●	●					●		●		●		●	●
Iowa Chautauqua Program **Iowa City, Iowa**	●	●	●			●				●			●			
Explorations **Philadelphia, Pennsylvania**	●	●		●	●	●	●		●		●				●	●
Even Start Summer Program **Healdsburg, California**	●			●						●		●			●	●

Aiming at Critical Transitions

Community High School District 218
Oak Lawn, Illinois

About 100 rising freshmen participate in District 218's Chapter 1 summer program, which operates four mornings a week for six weeks. The program provides basic skills remediation, study of thematic cross-curricular units, and support services that facilitate the successful high school transition of students with low prior achievement.

PROGRAM DESCRIPTION

Goals. District 218's Chapter 1 summer program targets disadvantaged students at a critical transition point, between junior high and high school, and provides experiences designed to improve achievement, stimulate interest in high school subjects, and strengthen commitment to academic success. Local needs assessment and surveys of parents and students indicated that a transition program serving these purposes should be a high district priority.

Curriculum and instruction. The summer program has two main academic components: (1) basic skills and (2) cross-curricular studies. The basic skills component includes reading, writing, and math. The first three weeks of writing class focus on paragraph development and the writing process, which includes pre-writing discussions to stimulate ideas, drafting, editing, and revising. The second three weeks focus on formal written communications, such as business letters. Students also draft and revise on computers. Students compile a portfolio of their best products, which they publish, complete with individual cover designs created with computer software. The math class focuses on improving conceptual understanding, computational skill, and problem-solving. Teachers use computer-based activities as well as cooperative learning strategies to boost student achievement. In reading class, students engage in silent and oral reading and discussions. The emphasis in this component is on reducing the gap between eighth grade achievement and ninth grade expectations.

The cross-curricular component bases an array of lesson activities on science topics. In a recent year, science topics were drawn from ecology, biology, and earth science. Science class projects have included: analyzing owl pellets to discover the owl's diet, learning how to use a microscope, and studying various biomes.

Related art projects, scheduled in coordination with the science curriculum, have included: drawing fossils from observations, sculpting animals, illustrating biomes, and creating unique organisms for particular biomes. The correlated creative writing lessons — unlike the remedial writing course that concentrated more on mechanics — have engaged students in creating poems, essays on science topics, and autobiographies written as if it were 10 years hence and students had realized some of their ambitions. The emphasis in cross-curricular studies is on higher-order thinking, problem solving, and fostering perceptions of the inter-relatedness of disciplinary content.

Non-instructional activities. In addition to the academic program, the Chapter 1 staff offer services to prevent problems from developing in the regular school year. Social workers meet with groups of students to review graduation requirements, discipline procedures, goal-setting strategies, and peer relationships. In addition, they provide individual counseling. Outreach workers visit homes — reaching more than 80 percent of the targeted Chapter 1 families — to establish strong and open communication with families. Bilingual staff facilitate meetings with Spanish-speaking families.

Outreach workers visit homes — reaching more than 80 percent of the targeted Chapter 1 families — to establish strong and open communication with families.

Operation. Using district placement tests administered to graduating eighth graders, Chapter 1 staff identify those who score below the 40th percentile and invite them to participate in the summer program. Students' days are divided between the remedial and the cross-curricular components. They attend three 40-minute segments of one component (e.g., reading, writing, and math); then they have a snack, and attend three 40-minute segments of the other component (e.g., science, art, and creative writing). The cross-curricular teacher team spends considerable time planning together, both before the program begins and throughout the summer.

For the most part, teachers administer no formal tests and assign no grades. Their satisfaction and the students' grows out of the products created during the term — a portfolio of formal writing assignments; science and art projects; and a volume of creative writing, "Chapter 1 Summer Highlights," which is circulated around the district and community. Information gathered about student competencies, health conditions, or other issues that might affect high school success is shared with the ninth grade teachers before the beginning of the school year. Students entering the program with insufficient skill to register for the required freshman English course in the fall have an opportunity to take the qualifying exam at the conclusion of summer school, and many then do demonstrate the requisite skills to enroll.

Certified teachers are invited to apply for positions, and seniority plays a role in their selection. They are paid on an extended-contract basis.

EVIDENCE OF SUCCESS

Graduates of the summer program demonstrate gains of as much as 10 normal curve equivalents (NCEs) in reading and math scores on standardized tests — gains which are sustained into their freshman year. In addition, despite an initial prognosis of low probability of persistence in high school, follow-up analyses reveal that in general students meet or exceed annual credit-accumulation requirements during their four years of high school. Evaluations of portfolios of their written work reveal notable gains in skill during the summer. Student surveys indicate that most who respond found the summer school experience surprisingly positive and they would recommend it to friends. This summer program has won an award in the Secretary's Chapter 1 National Recognition Program.

> ***...despite an initial prognosis of low probability of persistence in high school, follow-up analyses reveal that in general students meet or exceed annual credit-accumulation requirements during their four years of high school.***

COMMENTS

The summer program is one part of a five-part Chapter 1 secondary program. The other components, implemented during the regular school year, are an intensive basic skills curriculum in math and English, an individual tutorial assistance program that operates during students' study periods, an achievement motivation program, and support from a full-time home/school coordinator.

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Reading About This Summer's Theme

Chapter 1 Private School Summer Program
Beaverton Schools — District 48J
Beaverton, Oregon

More than 50 students from nonpublic elementary schools in Beaverton enroll each summer in a reading program sponsored by Beaverton Schools. Thematic studies provide the framework for reading and writing activities that promote improved student attitudes and achievement and encourage parent involvement. The program has won national recognition for its positive impact on student performance.

PROGRAM DESCRIPTION

Goals. The Private School Summer Program's goals are to stimulate students' growth in higher-order thinking skills, overall reading competence, and social skills and to engage parents in activities that support student learning. These goals emerged following an analysis of obstacles to reading achievement in past years, which revealed that the targeted students had little interest in reading and their parents had little confidence in their ability to help. During the regular school year, instructional leaders from the participating schools join in problem analysis and goal setting for the following summer's program.

> ***...in studying local history, students read about quilting, wrote a quilting song, and made quilts.***

Curriculum and instruction. The project's design reflects Beaverton's commitment to language arts instruction based on high quality literature and thematic units that bridge disciplines. Each summer, the reading program staff chooses a theme, and students use reading and writing to explore aspects of the theme that are particularly interesting to them. For instance, in studying local history, students read about quilting, wrote a quilting song, and made quilts. As they study the summer's theme, students learn strategies to interpret unfamiliar text, such as retelling something they read to monitor their own comprehension and evaluating the outcomes of their reading. Teachers use strategies such as flexible grouping, learning centers, individual assessments (such as miscue analyses), attitude surveys, and regular portfolio reviews to develop and provide learning opportunities that are well-matched to students' interests and needs.

Operation. The district's Chapter 1 program specialist works with principals of participating nonpublic schools to identify prospective students. Program personnel evaluate those students whose teachers report that they are reading below grade level to determine their relative strengths in both basic and advanced reading skills. Students whose composite scores reveal serious deficiencies in advanced skills are invited to participate in the summer program, with transportation provided by the district, if necessary.

Classes meet for three hours a day, four days a week, for five weeks at a public school site that also houses the regular public school summer program. Four experienced and certified reading specialists and four teacher aides, paid on an extended-year contract, work close to six hours a day on program activities. During the first week of the summer session, parents receive an overview of the curriculum and a calendar of program events. Two summer newsletters keep them informed about program developments. The Chapter 1 specialist and two consultants provide professional development activities for the staff and for parent and other community volunteers who serve as tutors. An average of 10 to 15 volunteers offer individual help to students on a regular basis during the five-week session.

...each time a parent reports that a child has completed five books, the student receives a coupon that can be redeemed for one book at the participating bookstore.

Partnerships with other agencies and organizations. A local bookstore and a restaurant provide rewards for student achievement. Also, parents serve as monitors of their children's recreational reading, and each time a parent reports that a child has completed five books, the student receives a coupon that can be redeemed for one book at the participating bookstore. McDonald's provides coupons for food and other treats as rewards for students who achieve individual goals.

EVIDENCE OF SUCCESS

The project outcome data indicate a high level of program effectiveness. Pre- and post-program tests conducted in a recent summer showed a dramatic increase in students' use of effective reading strategies, such as reading-on, backtracking, making meaningful substitutions, and self-correcting. In the pretest, from one-quarter to one-half of the participants were seldom or never observed using one or more of the strategies, and about one-third used them only sometimes. In the posttest, nearly two-thirds of the students used three of the four strategies whenever appropriate, and overall, fewer than 10 percent failed to use them at all. In several similar subtests, students demonstrated the ability to use good reading strategies to make sense of unfamiliar or relatively difficult text.

> ***...students demonstrated the ability to use good reading strategies to make sense of unfamiliar or relatively difficult text.***

COMMENT

District Chapter 1 consultants maintain year-round contact with private schools enrolling eligible students and work with private school teachers to promote targeted students' academic success. Furthermore, they meet every month with the families of summer school students. In engaging, whole-family sessions, Chapter 1 specialists offer tips on how to support children's learning at home. By providing a rather intensive summer school experience, the district is able to offer private school students a level of total service approaching that which is offered to public school participants.

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Putting Science into the 3Rs Mix

Summer Enhancement Program
Charleston County Public Schools
Charleston, South Carolina

The Summer Enhancement Program (SEP) maintains at-risk students' skills in reading, writing, and mathematics while engaging them in hands-on, experiential learning activities integrated within a science-based curriculum. In 1992, the Summer Enhancement Program served 483 students in grades K-5 at four school sites. All six school sites have included the SEP as part of their schoolwide Chapter 1 projects.

PROGRAM DESCRIPTION

Charleston began the Summer Enhancement Program in 1989 at the two lowest scoring schools in the district. In 1992, the SEP ran at four schools: Ronald McNair, Blaney, Sanders-Clyde, and St. James-Santee. In 1993, two more schools will offer an SEP. All schools have schoolwide Chapter 1 projects and have written the SEP into their Chapter 1 project budgets and goals as part of their strategy for serving their lowest scoring students. The district encourages schools to adopt the SEP when they develop Chapter 1 schoolwide projects.

Goals. Charleston County Chapter 1 staff began the SEP to serve marginal students who were managing to pass their classes but would benefit from a summer enrichment program. Recognizing that traditional summer school programs already existed for students needing remediation as well as for the gifted and talented, Chapter 1 staff created the SEP for those left in the middle.

The basic goals of the SEP are to maintain students' reading, writing, and math skills through experiential learning in science-based thematic units and to improve student attitudes toward school and learning. Program objectives state that each child will engage in independent reading, have opportunities to manipulate language; develop an understanding of scientific and mathematical concepts through interdisciplinary, experience-based activities; receive individualized attention; and participate in activities that are related to real-world experiences.

Curriculum and instruction. Teacher-written curriculum units for the SEP are organized around a different science theme at each grade level: "Me and My World" in kindergarten; "Frogs, Toads, and Slimy Things" in grade one; "Living Sea — Underwater Critters" in grade two; "Space — Out of This World" in grade three; "Energize and Magnetize" in grade four; and "Conservation and Preservation" in grade five. Students learn by doing: they take field trips, perform experiments, read books, write stories, and solve mathematical problems.

Science themes provide the context for activities that develop students' basic skills. For instance, first-grade classes follow the life cycle of the frog by raising tadpoles in their classrooms. Students keep records of their observations; measure and graph tadpole growth; and write stories, riddles, and fact books about their frogs. During the 1992 session, the classes took field trips to the beach, a grocery store, a pet shop, a recycling center, a planetarium, the public library, the Charleston airport, and the Charleston museum. Each class takes at least three field trips.

In addition to classroom activities, students visit the school library each day to conduct research and check out books. A SEP media specialist reserves relevant materials for students. Students also visit the computer lab each day, where a proctor supervises computer-assisted instruction (CAI) in reading and math skills.

> ***...classes took field trips to the beach, a grocery store, a pet shop, a recycling center, a planetarium, the public library, the Charleston airport, and the Charleston museum.***

The program staff work to create a school environment that celebrates achievement. Classes photograph their activities and assemble scrapbooks. Student work is displayed in the hallways, classrooms, and media center, giving students a sense of pride in their accomplishments. Awards, including coupons good at a local McDonald's, are given for good work and regular attendance. Children display their accomplishments to their parents at an open house during the term and at a closing ceremony.

Non-instructional services and activities. In the past the SEP has included breakfast in the school cafeteria. However, budget cuts forced program staff to eliminate this part of the program for the summer of 1993.

Operation. In the past, the SEP ran four hours each day, five mornings a week, for six weeks. In the summer of 1993, the program will be cut to three and one-half hours each day, due to budget cuts.

Staffing at each school site includes at least five teachers (one at each grade level), a site director, a media specialist, a computer lab proctor, and a bus driver for field trips. Class size averages 15, with a maximum of 18 students.

Each school gives first priority for participation in the program to children who would have been selected for Chapter 1 services in the absence of a schoolwide project — those scoring in the bottom quartile on standardized tests. Teachers and principals also recommend students who are just getting by in school, who would benefit from the enriched learning opportunities the SEP offers.

> ***SEP plans to coordinate efforts with Job Training Partnership Act programs and invite high school student teacher cadets to team teach with the summer school teachers.***

Staff training. In hiring, SEP administrators screen for teachers who have attended AIMS (Activities for Integrating Math and Science), Math Their Way, and writing process workshops. Before the program begins, SEP teachers receive training in cooperative learning, the teaching of reading and writing, and a review of the AIMS workshop. In the past, four days were set aside for staff orientation and professional development; this number will be reduced in summer 1993 due to budget cuts.

Partnerships with other agencies and organizations. For the 1993 session, the SEP plans to coordinate efforts with Job Training Partnership Act programs and invite high school student teacher cadets to team teach with the summer school teachers. They also plan to bring more members of the community into the program one or two days a week to share their special skills and talents with the children. The Parks and Recreation Department plans to provide supervised recreation in the afternoons for SEP students at Ronald McNair.

Costs. In 1992, the cost per student for the Summer Enhancement Program was approximately $425. Funding comes from local Chapter 1 funding and state Educational Improvement Act funds.

EVIDENCE OF SUCCESS

> ***...media specialists from the four sites circulated 7,827 books, an average of 17 books per student.***

The SEP's 1992 Evaluation Report summarizes outcomes related to student attendance, library circulation, mathematical concepts, and problem-solving test results, and CAI gains in reading and math. Average daily attendance was 87 percent, much higher — according to one school principal — than in previous summer programs. During the program, media specialists from the four sites circulated 7,827 books, an average of 17 books per student. Pre- and posttests, locally developed and varying by grade, showed that 90 percent of the SEP students mastered the basic outcomes for mathematical concepts on the posttest, a 16 percent increase from the pretest number. Seventy-six percent of the SEP students mastered the advanced outcomes for mathematical problem solving on the posttest, a 28 percent increase from the pretest. In the computer labs, 83 percent of students scored at or above a three-month gain in mathematics skills; 69 percent of students scored at or about a one and one-half month gain in reading.

COMMENTS

Respondents identified a high quality teaching staff as the key component in the success of the SEP. SEP teachers must be innovative, flexible, and comfortable teaching thematic units based on science. Most important, teachers must be dedicated to the program. One administrator commented, "Some teachers just want to earn a little extra money over the summer — we can't have those teachers here. Our teachers have to be excited about teaching and ready to learn." In addition to good teaching, the SEP depends on year-round planning by a district coordinator for its success.

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Service in the Course of Learning

WalkAbout
National Youth Leadership Council
Minneapolis, Minnesota

The WalkAbout program engages students in service projects in the community while strengthening their basic skills in language arts, social studies, and mathematics. In 1992, WalkAbout served 1,300 students in grades K-8. Teaching teams made up of a certified teacher, two college students, and four high schoolers led students in service-learning projects. The program's primary goal is to bolster the academic achievement of the K-8 students, but the program also allows college students to explore the field of teaching, high school students to develop leadership skills and earn credits for graduation, and teachers to expand their professional skills.

PROGRAM DESCRIPTION

Goals. WalkAbout was created to serve the academic and developmental needs of the bottom quartile of Minneapolis Public School students. The director of the National Youth Leadership Council (NYLC) first piloted WalkAbout in the St. Louis, Missouri, public schools; the NYLC, working with groups of teachers in the Minneapolis Public Schools, adapted the program for Minneapolis in 1990.

Learning teams work together to increase academic achievement for students, provide them with a genuine community service experience, develop a service ethic within youth, improve critical thinking and problem-solving skills, and increase student engagement in learning. Other goals include public school teachers' professional development, recruiting of minority college students to teaching, and developing high school students' leadership skills and academic standing.

Curriculum and instruction. Service-learning advocates believe that community service, when carefully conceived and reflected upon, empowers young people with the skills and values necessary to become competent, productive adults. Each WalkAbout class spends at least one day each week performing community service. In completing such projects, students participate in a range of activities, such as surveying local needs, studying local government, writing letters to government officials, and building or creating things.

In a typical WalkAbout service-learning project, fifth grade students helped to beautify their community by painting a mural. In implementing the project, the students learned practical skills, including how to gain permission to paint the wall, how to design a mural, how to write letters to solicit donations of paint, and how to translate their small picture on to the large graph on the wall space. Service-learning projects also include a strong reflective component that requires students to make sense of and extend their formal academic learning from their service experience.

Instruction within WalkAbout has been based on broad themes that easily inspire a variety of service projects. The five themes used over the first three years of the Minneapolis program are citizenship, environment, intergenerational relationships, community health, and disability awareness.

Teaching teams at a site sometimes choose a theme around which to organize the activities of all age levels for several weeks. For instance, teaching teams at one site chose homelessness as a theme for several weeks. While third grade students served a meal at a homeless shelter and wrote letters to the people they had met there, kindergarten students created a mural depicting homes from around the world.

> ***...fifth grade students helped to beautify their community [and] learned practical skills, including how to gain permission to paint the wall, how to design a mural, how to write letters to solicit donations of paint, and how to translate their small picture on to the large graph on the wall space.***

NYLC has developed a K-8 service-learning curriculum guide. Each Walkabout classroom team is supplied with a copy of the guide and a set of basic classroom materials.

Role groups. Each "learning community" of 24 students is led by a teaching team including a certified teacher, two college students, and four high school students. High school students include those who are deficient in credits for graduation and who have had negative school experiences, as well as those with good academic records who enjoy participating in school activities. High school students become a valuable classroom resource and role models for the K-8 students as they discover their own capabilities and take responsibility for helping to teach younger children. Students are paid minimum wage for 20 hours of work a week.

College students serve as models for the high school students as well as aides to the professional teachers. Most college students are either selected from local colleges or have lived in large urban areas. Many are education majors. Entrance to the program is highly selective, with four college students applying for every position. Students are paid $6 per hour for 20 hours of work a week.

In addition to regular classroom teachers, each site has a full-time coordinator who negotiates with regular-year school staff for necessary equipment and facilities and develops community contacts near the summer school site for possible service projects. Each site also has a secondary school teacher who supervises the high school students at that site. These teachers design independent study contracts with each student in the area in which they are receiving credit and meet regularly with the high school students to monitor their academic progress.

College and high school students receive training in practical classroom skills and child development...

Staff training. Before the summer begins, WalkAbout teachers participate in three full days of training, becoming grounded in the philosophy of service-learning, team-building practices, and program curricula. All role groups spend a week together before the summer begins, building teams and planning for the weeks ahead. College and high school students receive one day of training that includes a visit to an elementary school and training in practical classroom skills and child development. This training is often facilitated by professional, certified teachers. WalkAbout also holds two inservice meetings during the course of the summer for staff members to debrief and evaluate.

Operations. WalkAbout plans to operate in nine sites in Minneapolis and seven sites in St. Paul in the summer of 1993. The program runs four hours each day, four mornings each week, for six weeks. Staff meet to debrief and plan for an additional four hours each week, either on Fridays or before or after class during the week.

K-8 students are identified for the WalkAbout program by principals or teachers, who target students performing in the bottom quartile on benchmark tests and those in need of an enriching summer experience.

Community partnerships. NYLC designed the WalkAbout program in collaboration with the Minneapolis Public Schools, the Minneapolis Youth Coordinating Board, the Minneapolis Parks and Recreation Department, and the Minneapolis Department of Community Education. Teacher groups identified outcomes and developed curriculum for the program.

Costs. The cost of the WalkAbout program in 1992 by site, based on five grade levels and two ESL classes per site, was $77,243, or $460 per student. Funding for the WalkAbout program comes from the Minneapolis and St. Paul public schools, the city of Minneapolis, and the Grand Metropolitan Food Sector Foundation on behalf of the Pillsbury Foundation.

EVIDENCE OF SUCCESS

In an evaluation of the 1991 program, teachers reported that students in WalkAbout gave more attention to learning tasks than they did during the regular school year, showed more interest in class activities, showed less disruptive behavior, and had better relationships with other students.

Eighty-three percent of the teachers who taught in the program in 1990 claimed that they had changed their instruction to include service-learning in their classrooms during the regular school year.

Summer attendance rates averaged 91 percent across the sites, and the retention rate was 96.8 percent, a dramatic increase over the 50 percent retention rate in Minneapolis' former summer school program.

Parents also remarked on students' enthusiasm for the program. Staff report that parents often telephoned teachers to comment, "What are you doing with my child? He never liked school before."

Teachers, as well, speak highly of the program. One commented, "It's so much fun, working with creative people who are committed to kids. It's just a joy...because it works." The program also seems to have had a strong impact on teachers' classroom practices during the regular school year. Eighty-three percent of the teachers who taught in the program in 1990 claimed that they had changed their instruction to include service-learning.

High school students reported an increased sense of self-worth and capability as a result of their teaching experience. Eighty-three percent of college students reported that WalkAbout had strengthened their skills and interest in teaching. Some graduates of the program have returned to teach in Minneapolis after receiving certification, making the WalkAbout program a "grow your own teachers" project for the district.

COMMENTS

Program staff recommend that teachers be hired early in the school year in order to allow time for adequate training and grounding in the philosophy of service-learning and to spend adequate planning time together. In addition, programs are advised to be very selective in hiring high school students, screening closely for interest in and commitment to children. WalkAbout staff recommend that new programs start small, with just a few pilot sites, training a core group of teachers who can then go on to become lead teachers at other sites.

The National Youth Leadership Council has produced *The Essential Elements of WalkAbout* for those interested in replicating the program. This comprehensive publication includes information on organizational structure, training, and curriculum. NYLC also offers training to personnel from other districts interested in adopting the program.

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These Mornings Begin With Pride

Camp High Life
Drug Free Schools
New Orleans, Louisiana

Originally begun in 1983 as Adventures in Excellence and funded privately by the Southern Coalition for Educational Equity, Camp High Life helps mostly low achieving, minority students in grades 4-7 significantly improve their reading skills and build self-esteem. Funded through the Drug-Free Schools program since 1991, Camp High Life serves 300 students for five-weeks, at two locations annually, at a cost of about $250 per participant.

PROGRAM DESCRIPTION

Goals. The program's goal is to increase student reading comprehension as well as self-esteem through a combination of morning reading classes and afternoon recreational activities.

Curriculum and instruction. Buses take students and teaching assistants from several sites throughout the city to the schools, where staff greet them and hold Project Pride contests to see which buses are full and how many students are wearing one of the three T-shirts they received at the start of the summer to serve as uniforms. Students begin their day by sitting down with project staff to eat breakfast, which is provided by the program. This time is also used for group meetings, called High Time, where invited guests from the community speak on issues of literacy, students present their own work (including book reports in the form of commercials) in front of an audience, and staff recognize good student behavior by awarding gifts and buttons.

Students attend one of 16, heterogeneously grouped classes for three hours in the morning. Most activities center around literacy development. During this period, the entire school — students, staff, administrators, teachers, and custodial workers — have a quiet time for individual reading. Students keep daily journals and participate in reciprocal reading with the teacher and other students to improve comprehension.

Teachers also work with students on issues concerning substance abuse, decision making, and self-esteem. Social workers pull out students to work on these issues individually. Classes range from 15 to 20 students; all have one teacher and one teaching assistant who is a high school or college student from the New Orleans public school system or from the New Orleans Center for the Creative Arts. All students read at least one book each week, with some reading as many as 32.

After lunch, students participate in two of several electives, such as art, music, drama, dance, swimming, computers, sports, and video making. These activities are supervised by the teaching assistants, who serve as positive role-models for project participants.

The program also has a family component: parents come to the school where staff teach them ways they can help boost their child's self-esteem, help guide their children's future, and become involved in their education.

> ***All students read at least one book each week, with some reading as many as 32.***

Operation. All 80 public schools within the city receive a limited number of Camp High Life application forms. Working with social workers and counselors, principals distribute applications to 10 students, generally targeting at-risk children, although the program is open to anyone in the district. From these applications submitted by students and their families, participants are selected on a first-come, first-served basis.

Staff Training. Staff positions are advertised throughout participating schools. Interested teachers must apply to the program; three permanent staff members interview the applicants and observe them in their classrooms. Sixteen make the final cut. Teaching assistants also apply and interview for positions. Selected assistants earn between $5 and $6 per hour.

Staff development is a critical factor in the program's success. Teachers receive a week of intensive preservice training before the program begins. They learn grouping strategies, classroom management techniques, and instructional methods such as reciprocal teaching and partner reading to invoke student participation and promote higher-order thinking skills. Teachers receive a collection of age-appropriate books to loan to students throughout the summer. At the end of each day, when they are not teaching classes or directing activities, teachers are paid for an hour and a half of preparation time to develop their next day's schedule. At the end of the week, teachers meet to share experiences, give encouragement, and problem solve collectively.

EVIDENCE OF SUCCESS

According to an analysis of the pre- and posttest scores on the College Board Degrees of Reading Power Test, the average child in the program gained at least one full year's growth in reading during the five-week summer program. Teachers also reported significant progress in reading aloud; oral and written expression; and attitudes about school, observing few disciplinary problems among students previously known as troublemakers. Both parents and teachers reported an increase in students' enjoyment of reading. Student attendance was high, with over half of the students achieving perfect attendance.

> ***...the average child in the program gained at least one full year's growth in reading during the five-week summer program.***

COMMENTS

According to the project director, the key ingredient to this project's success is planning. Coordination, ordering materials, screening appropriate books, and recruiting teachers all take time. Once the program is under way, teachers have the opportunity to teach with suitable materials and without interruptions.

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Minority Students Examine Science Careers

Summer Science Camp
Connecticut Pre-Engineering Program, Inc., and Trinity College
West Hartford, Connecticut

The Summer Science Camp offers 40 talented middle-grades minority students direct experience to enrich their scientific knowledge and enhance their awareness of careers in science, mathematics, and engineering. In a five-week summer program, located on the Trinity College campus, students take laboratory-based science courses and participate in independent projects, field trips, and a guidance program. Follow-up sessions supplementing the camp program are offered during the school year both at students' schools and at the Trinity College campus. The Summer Science Camp is entering its seventh year as a cooperative program of the Connecticut Pre-Engineering Program, Inc. (CPEP) and Trinity College.

PROGRAM DESCRIPTION

Goals. The camp program offers participants hands-on, multi-disciplinary learning experiences in mathematics, science, and computer applications, while broadening their awareness of future career options. The program strengthens the talents of minority students as they enter the eighth and ninth grades, critical decision periods for high school and career planning. The intensive and enriched academic program uses scientific research and career exploration to expand learners' cognitive skills in language arts, communication, and problem solving.

Motivational activities for participants and their parents also provide academic guidance and information about opportunities in higher education and business and industry. Taught by master secondary teachers, college faculty, and role-model college students, instruction uses direct problem-based learning to develop learners' confidence in their potential for success and competence in mathematics and science.

Curriculum and instruction. Throughout the day, students are scheduled in team-taught laboratory science, mathematics, computer applications, language arts, and guidance and career counseling. Integrated, multi-disciplinary courses rely on "themes" or "threads" to focus students' awareness of the connections among science, mathematics, technology, and language arts.

Because classes are held on the Trinity College campus, students have access to computers and calculators. They do experiments that require them to establish control and experimental variables and to test competing hypotheses. At the end of the summer, they compare their hypotheses with observed results and report their conclusions in formal reports to peers.

Instruction takes the same activity-orientation that has been successful in teaching older secondary and college students. In 1992, for example, students' learning culminated in a simulated town meeting on the issue of nuclear waste disposal. Parents, teachers, and mentors joined students, who used data gathered during the summer, to play roles and make presentations that offered multiple perspectives on the effects of nuclear waste disposal plans on the community.

> ***In 1992, for example, students' learning culminated in a simulated town meeting on the issue of nuclear waste disposal.***

Although the faculty prepares unique activities each year, they also include in the program exemplary curricula that have beenfield tested with middle-grades students, including the Middle Grades Mathematics Project, the Qualitative Library Series, Getting Ready for Algebra, and Sports Math.

Following the summer camp, students receive a schedule of continuing activities that CPEP conducts at students' schools and at Trinity. The camp staff also establish contact with students' schools and encourage schools to have students make presentations about their summer research to science classes. On four weekends in the fall, students return to the Trinity campus — with their parents — for a series of half-day programs that includes presentations by mentors and minority leaders in business, industry, and higher education.

Noninstructional services and activities. The camp also offers a full component of extracurricular and noninstructional activities. Every week, students participate in all-day field trips that show them how science and mathematics content is used in real-world settings. Examples of activities include a Physics Olympiad, a visit to the Long Island Sound and its waste recovery plant, and meetings with minority scientists and mathematicians.

Experienced counselors from area high schools provide further career and academic advice. As part of the guidance program, students learn about and report on major contributions of minority scientists and engineers. Counselors also offer academic planning to develop students' awareness of why it is important to establish a solid foundation in mathematics and science and to guide their high school course selection. Through role playing and hands-on activities, counselors inform students about high school benchmarks that will lead to college entrance, such as preparing for and taking the college examinations, writing to colleges for admission and financial aid information, and visiting campuses. Parents attend some of these meetings, especially those that provide information about course planning and college financial assistance.

The staff emphasizes reducing the "negative baggage" that plagues so many bright students during their secondary school years. Anticipating fears that these talented students may have of being ostracized for their academic abilities and interests, the faculty intentionally counter such images through role planning, mentoring, and assistance from engineers, scientists, and medical students. As often as possible, students work with minority college students, scientists, and engineers to learn about what occurs in the workplace and to reinforce the career orientation the campus program takes.

Operation. The Summer Camp Program participants are at-risk students from Hartford Public Schools who have potential for success and a strong interest in science and mathematics. They apply to the program by completing an extensive application, including an essay, their report cards from the previous school year, and recommendations from teachers and guidance counselors. Promising applicants are interviewed before their selection by a screening committee composed of CPEP advisors, college teaching staff, and community partners. Priority is given to economically disadvantaged and minority youth.

> ***...students work with minority college students, scientists, and engineers to learn about what occurs in the workplace ...***

The cost of the program, approximately $2,750 per student, is paid for by grants from the National Science Foundation (NSF), the Department of Energy, and other contributors to CPEP. Parental consent is required, and parents must attend the orientation program held before the program begins. With the assistance of the National Science Foundation, students receive an additional stipend of $250 if they complete the program in good standing.

The Summer Science Camp is conducted by a team of veteran teachers that includes a lead teacher, who also serves as a curriculum director; a guidance counselor/dean of students; a language arts teacher; and a science/mathematics teacher. Two co-directors, including one from the CPEP office and one from Trinity College, coordinate program logistics, recruitment, and admissions. In addition, students work with college faculty and college-student mentors on various research projects and during field trips. The camp team begins planning in December for the late-June program, and they meet throughout the spring.

The program operates daily, for five weeks, from the end of June through the end of July. Beginning at 8:30 a.m. and running to 2:30 p.m., all sessions are conducted in laboratories, classrooms, and other Trinity College campus facilities. Students who reside more than a mile beyond the campus come to camp by school bus.

> ***Every week there are double periods of labs, a study hall, a field trip, and at least four guidance sessions.***

Class sizes vary, from as large as 25 to as small as eight. Science laboratory is the hub of the program, and each day is divided into lab and support activities. Every week there are double periods of labs, a study hall, a field trip, and at least four guidance sessions. Four weekly mathematics and three weekly language arts sessions are presented through the science labs that require students to apply mathematics, language skills, and writing. Periodically, college faculty members make presentations on topics of importance both to careers and to students' lives. This year, for example, topics will include food labeling and packaging, nutrition, and substance abuse.

Parents are regularly invited to programs that are especially designed to answer questions and to strengthen their support for their students.

Partnerships with other agencies and organizations. CPEP's summer camp program has a strong partnership behind it. CPEP was established in 1987 as a statewide organization for supporting mathematics, science, and engineering education, and it conducts programs in seven Connecticut school districts. In addition to Trinity College and the Hartford Public Schools, sponsors include NSF, the U.S. Department of Energy, the Connecticut Department of Higher Education, United Technologies Corporation, the Hartford Foundation for Public Giving, and various other supporting corporations.

EVIDENCE OF SUCCESS

CPEP and Trinity College retain the services of an outside evaluator to conduct an annual assessment. The staff continually evaluates students and program elements. At the start of the program, they design performance-based lesson plans that link each class to the overall camp objectives. As students complete activities, teachers and tutors record their progress on specified objectives. Each staff member designs an assessment instrument that students complete on the opening day of camp and towards the end of the session. These assessments determine the effect of each component on learners' skill development and attitudes about science. The camp also distributes progress reports to students and parents at mid-point and at end of summer.

Evidence from prior-year evaluations provides the basis of each succeeding year's program adaptations. Students' essays and projects are especially tangible indications of the program's success, but the CPEP also obtains follow-up evidence from schools about students' regular school year course interest and attainment.

COMMENTS

The success of the CPEP Summer Camp results from the strong partnership that sponsors it and from its talented and dedicated staff. From the program director's point of view, however, the interdisciplinary organization is central. It ensures "a steady stream of learning in a cooperative context" and the continuity students need to develop new skills and apply what they learn to practical, meaningful problems. Initially, student team collaboration presented a modest challenge because students had been used to working in isolation. However, teachers' skillful handling of this resistance, combined with the excitement of the activities that require many hands, eventually overcame students' original hesitancy.

CPEP also obtains follow-up evidence from schools about students' regular school year course interest and attainment.

The parent program is the hardest component to implement. It is difficult for parents to get to campus, and the CPEP staff feel they "fight an uphill battle" against parents' negative experiences with regular schools. Their biggest task is to break the stereotypes parents have about education and their children's potential for success in mathematics and science.

Finally, CPEP advises others that summer programs cannot be conducted in a vacuum. Their camp program is successful because it is embedded in a strong year-round program. The CPEP staff maintains connections with the students and their schools long after the five-week summer program concludes.

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Academics "Flow Naturally"

Youth Opportunities Unlimited
Texas Higher Education Coordinating Board
Austin, Texas

Youth Opportunities Unlimited (YOU) combines a university-based, work-study program with support services including health care, counseling, and enrichment courses that create a total immersion experience for 14- and 15-year-olds at risk of dropping out of school. Students live on a university campus for eight weeks during the summer. They earn minimum wage for 20 hours of work each week and one credit toward high school graduation if they successfully complete the course work. YOU is a Job Training Partnership Act (JTPA) summer program. In the summer of 1992, YOU served 1,113 students at 14 universities and colleges across Texas.

PROGRAM DESCRIPTION

Goals. Youth Opportunities Unlimited provides a summer work and learning experience that (1) teaches students the benefits of graduating from high school, (2) improves each student's ability to perform successfully in school and on the job, (3) informs students of educational and vocational alternatives, (4) exposes students to life on a college campus, and (5) allows students to accumulate course credit toward high school graduation. Perhaps the most important goal of the program, according to staff, is to convince students that they can succeed. One site director commented, "These students have potential. We have to convince them of that, and we have eight weeks to do it."

Academic component. Each student earns one credit toward graduation by completing a course accredited by the Texas Education Agency (TEA). Courses offered include Pre-Algebra, Algebra, Informal Geometry, Reading, Math of Money, and Practical Writing.

Participants' course selections are based on recommendations from their high school counselors. TEA-certified teachers teach classes with the help of instructional assistants, who are usually education majors from the host university. The ratio of students to staff is approximately 10 to 1. Supplemental courses improve basic competency in reading, writing, and other communication skills, while field trips, guest speakers, plays, and concerts enhance classroom activities.

Pre-employment component. Students spend approximately four hours each day working at an office or lab at the participating university, within city government, or at a JTPA-qualified, non-profit organization. They are placed in clerical or technical positions where they are able to gain practical job skills and exposure to potential professional career paths. On university campuses students work as computer lab assistants, library technicians, horticulture attendants, data entry clerks, office and switchboard aides, lab and technical assistants, and postal assistants. Participants receive minimum wage for 20 hours of work a week.

As part of the placement process, most of the programs hold job fairs at the beginning of the summer and require each participant to interview with three potential employers, who then hire students as summer interns. For many students, this is their first formal work experience.

In addition to working four days a week, students attend career development seminars that provide training in writing resumes, filling out job applications, interviewing, dressing for work or an interview, and meeting employers' standards for workplace behavior. At the end of the summer, students leave with letters of reference from their employers.

> ***On university campuses students work as computer lab assistants, library technicians, horticulture attendants, data entry clerks, office and switchboard aides, lab and technical assistants, and postal assistants.***

Counseling component. Personal and career counseling are essential elements of the YOU program. One program administrator commented, "We focus on personal development — once that's in place, the academics flow naturally." Every program features group sessions with a counselor to discuss topics of interest to the students. Individual counseling sessions on self-esteem, drug abuse, personal relationships, and homesickness are scheduled by participants as needed.

Non-instructional services and activities. All students are provided with medical and dental coverage for the duration of the program. As residents of a college campus, students have access to all benefits and services available to regular college students.

Operation. Sites average between 60 and 110 participants per summer. Middle and high school counselors identify potential participants in cooperation with local JTPA Service Delivery Area (SDA) representatives. Program participants must be at risk of dropping out of school and economically disadvantaged by JTPA standards.

YOU is designed to be a total immersion program. Students are placed at a site at least 100 miles away from home and are not allowed to return home during the eight-week program. On weekends, counselors and teaching staff plan dances, picnics, trips to the mall, and other outings for students. Program staff also arrange a "parents' weekend" about half-way through the summer.

The program schedule is demanding, keeping students occupied from 7:00 a.m. until 10:00 p.m. Typically, students eat breakfast together, attend classes in the morning, and work in the afternoon. After work, students attend career development classes or counseling sessions. Staff place a strong emphasis on high expectations, traditional discipline, and respect for students, making their standards clear and expecting students to live up to them. YOU students live with college students who serve as dorm counselors as well as teaching assistants. The ratio of YOU students to dorm counselors is 10 to 1.

> ***The program schedule is demanding, keeping students occupied from 7:00 a.m. until 10:00 p.m.***

The YOU state office coordinates the 15 host institutions and 24 SDAs. The state office provides technical assistance in hiring, staffing, scheduling, and teaching classes; program management; planning and implementing all related activities; locating work sites; and gathering and recording participant data.

Partnerships with other agencies and organizations. Host institutions have awarded a number of college scholarships to YOU participants. In 1991, the 15 participating institutions gave approximately $96,000 in scholarships to YOU graduates.

Costs. In 1992, the cost per student of the YOU program across all sites was $3,492. Funding for the program is provided by JTPA. Host universities also make in-kind contributions, including providing the site director's salary and classroom space.

EVIDENCE OF SUCCESS

The 1992 YOU program exceeded the projected 85 percent completion rate: of the 1,113 students enrolled, 1,041, or 94 percent, completed the program. Of those, 991 (89 percent) received high school credit.

In the summer of 1991, YOU students were pre- and posttested using the California Achievement Test. In 1991, the students, overall, showed a seven-month gain in academic skills, exceeding the anticipated two-month gain. The gain for the math section was one year.

Most YOU participants had not been employed prior to YOU and did not see themselves as members of any particular work or employment group. Student evaluations at the end of the program revealed an increased awareness of career options and a heightened interest in academic and career planning. Parents often report seeing a change in their children and frequently telephone program staff to thank them for it. One site director received a telephone call from a mother whose daughter had just graduated from high school. She wanted to thank him because before her daughter attended YOU, she did not think her daughter would survive her high school years.

In 1991, the students, overall, showed a seven-month gain in academic skills...

YOU has been recognized by the White House and the National Governor's Association and in 1989 was selected as one of the 12 national models for at-risk youth intervention by the American Association of Colleges and Universities.

COMMENTS

Program staff maintain that the residential component of the YOU program is the key to its success. Living on a college campus allows students to experience an "alternative reality," a completely different environment from their home neighborhoods. One site director explained, "We are all pulled by the future. We help the kids to see that they can have a different future." Working with students day and night also allows staff to have a positive impact on students' attitudes. As a result, they often see major changes in students over the course of the summer, changes that parents and teachers notice when students return home.

Staff also note that the quality of teaching and counseling can make or break the program. Teachers need to be flexible, experienced in working with at-risk students, and committed to kids. Program staff check references and interview teachers extensively to try to screen out those who just want to earn some extra money for the summer.

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Literacy Is a Family Affair

Liberty Summer Program
Liberty Elementary District
Buckeye, Arizona

Students and their families receive literacy training in this four-week summer Migrant Education project that combines home-, community-, and school-based instruction. Serving over 50 students ages three to twelve, the program operates with federal funds on a budget of approximately $230 per student.

PROGRAM DESCRIPTION

Goals. The project's philosophy is that parents who are well-equipped with appropriate skills, materials, and encouragement will become their children's most effective teachers. A formal needs assessment conducted by Migrant Education staff, school administrators, and parents leads to targeting specific goals for the summer participants. These project goals include developing children's literacy skills and teaching migrant parents how to support language development in their homes. The project accomplishes both goals by facilitating family interaction around literacy efforts.

Curriculum and instruction. A typical week in the Liberty Summer Program includes three kinds of activities: evening programs, field trips, and staff visits to homes to improve family literacy. Parents and children participate together in weekly, evening workshops at the school to promote literacy skills through hands-on, interactive projects. In these sessions, parents learn how to become actively involved in their children's academic learning. Each weekly lesson follows a similar format. Children and parents begin the meeting by sitting together to write their weekly activity journals. Next, in the computer lab, they work on their final product; one year they created a jointly-authored book, and another year they collectively compiled a recipe book filled with family favorites. Sessions of math and literacy development alternate throughout the evening. They typically include: family math, reading, writing, and contests of who read the most books over the week. Staff regard these evening gatherings as the cornerstone of the project's success.

Throughout the week, the project sponsors field trips and home visits. Weekly excursions to places such as the public library, zoo, park, and Burger King provide opportunities for parents and children to extend their knowledge of unfamiliar environments. Two teams, consisting of project paraprofessionals, the home/school liaison, and a teacher visit families with preschool-aged children at their homes twice each week. These visits, to which parents have responded favorably, foster interaction between mothers and young children. Staff read stories to the children, leave books for family members to read to their preschooler, cook, and work on art and language development.

> ***Staff read stories to the children, leave books for family members to read to their preschooler, cook, and work on art and language development.***

Non-instructional services and activities. A school nurse has recruited several community organizations and health care agencies to provide routine health care to students in the program. Project staff provide referrals if serious health problems arise.

Operation. Staff positions are open to anyone working in the district. The director interviews district teachers to hire one instructor for the project. Together, the director and the teacher interview district workers to fill the remaining staff positions, including two paraprofessionals, two childcare workers, a home-school liaison, and a bus driver. To generate consistency between programs, preference is given to the regular program's home-school liaison for the summer position. Before the project is under way, staff receive a half-day of preservice training. Federal funds pay for the transportation that brings students and their families to program events. The project director believes that, while planning and organization are critical factors to project success, simplicity is equally as important. According to the director, "We use things we had at hand. It's not a complicated program. You can just sit down and do it!"

EVIDENCE OF SUCCESS

Eighty-five percent of participating students completed their reading logs and the final book project. According to a survey given to 17 of the 20 participating families, 12 weeks after completion of the program, all responded that they were reading books with their children from three to six times each week — an increase from zero to two times each week for the average family.

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The Best Way to Learn Is to Teach

Summer Program for At Risk Students
South Bend Community School Corporation
South Bend, Indiana

This four-week summer Chapter 1 Migrant Education project is designed to help more than 500 migrant students in grades preK-10 succeed in the regular school program, attain grade-level proficiency, and improve their achievement in basic and advanced skills. Students engage in academic endeavors — such as computer labs, library research, and journal writing — in the morning and spend afternoons exploring dance, music, swimming, and art.

PROGRAM DESCRIPTION

Goals. The goals of the project include improving basic skills, expanding awareness of career and cultural issues, and boosting students' self-esteem. The director and planning team, consisting of teachers and parents, have established seven objectives for the students. These are to: (1) improve English language proficiency; (2) cultivate basic skills in the areas of reading, language arts, and math; (3) read good literature; (4) participate in motivational theme activities that encourage teamwork; (5) enhance awareness of the theme for the summer; (6) augment self-esteem and cultural pride; and (7) engage in work experiences within a supervised environment. The director reviews program goals and objectives with teachers, parents, community members, and students before the project begins.

Curriculum and instruction. The director believes that the best way to learn is to teach, and this philosophy is evident in all aspects of the project. She provides the staff with an intensive week-long professional development workshop, which she modifies every year to incorporate suggestions of previous participants. The workshop includes presentations and break-out sessions that allow teachers with similarly-aged students to brainstorm. During this training, teachers develop their own materials to use during the project. Older students, in turn, develop materials to use with younger children.

All summer activities center around a theme that a group of students from the previous summer develops with guidance from the project director. In recent years, themes have included geography, reading, science, the arts, media, and technology. In 1993, the theme will be math, medicine, and technology. Within these themes, teachers develop many project activities that capitalize on children's interests. When the theme of the summer was arts, for instance, students chose topics and explored them by sampling an array of literary genres. Additionally, they chose classes in dance, instrumental music, choir, and art media. Within each theme, teachers stress computer applications by having students write journals, compose a program newspaper, and develop with their parents stories they "publish" using word processors.

At the end of the summer program, students present what is called a "Grand Finale" where they display their work, operate special information booths, and receive awards. Everyone is invited to this event, which often covers timely issues of concern to the community as a whole. For instance, after the discovery of three cases of tuberculosis, students held a health fair where they presented health issues they studied in the program.

> ***...teachers develop their own materials to use during the project. Older students, in turn, develop materials to use with younger children.***

Non-instructional services and activities. Acting on recommendations of observers from the state department of education, the South Bend summer migrant project staff has begun coordinating health records of students in the regular and summer school programs. The director, summer teachers, and health personnel monitor health records of students listed in the Migrant Student Record Transfer System to provide continuous attention to students' health status. In addition, all students receive breakfast, lunch, and two snacks through federally funded programs. Transportation is provided to all students who need it, with buses picking students up at their homes as early as 6:45 a.m. and dropping them off by 3:15 p.m.

Operation. Before the summer project begins, the director meets with regular classroom teachers to discuss students' individual performance and to gain insight on what materials and methods would work best for each student. The director then shares this knowledge of prior student performance with the 24 program teachers and 36 aides that comprise the summer staff. The aides are largely Hispanic and Asian students paid through the Job Training Partnership Act. Many of them are bilingual, and they help with language minority students.

The project staff also cultivates parent participation. Two community liaisons for the project visit family homes to inform parents of student achievement, growth, and development. To complete their personal journals, students interview parents and family members about their family histories and culture. Students in grade 4 and above bring home written drafts of their stories to review with their parents.

Partnerships with other agencies and organizations. Staff members form partnerships with universities, colleges, churches, and community agencies that enrich the educational opportunities for migrant students. Through such collaboration, the project offers students additional summer experiences, including an Hispanic Girls Camp that emphasizes leadership skills and a supplementary two-week summer camp. Additionally, project staff work with a Parents-As-Learners program, two programs for preschool children, and a project that helps single mothers stay in school and earn their diplomas. Other programs throughout the school year provide a cycle of support for students.

> ***Since the project's inception in 1981, all of the participating migrant students have graduated from high school.***

According to the project director, the most important element of the project's success is developing partnerships with the community — a practice that requires considerable personal energy. The commitment and leadership of the director are critical to fostering program success.

EVIDENCE OF SUCCESS

Since the project's inception in 1981, all of the participating migrant students have graduated from high school. Twenty-five students entered postsecondary schools; all were first-generation college-bound in their families. Migrant students, whose academic aspirations were initially low, have attended college and graduated with degrees in accounting, business, nursing, teaching, criminal justice, and sociology. These students now return to the community to serve as role models to the younger migrant students, showing them that with education anything is possible. The number of students enrolled in the project has increased from 217 to 503 since 1989. The South Bend Summer Program for At Risk Students has received the Secretary's Chapter 1 National Recognition Program award for the past three years on the basis of its implementation of many principles of effective education and its outstanding student outcomes.

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Students Earn Credit and Income, Too

The Summer Opportunity Program
Waco Independent School District
Heart of Texas Council of Governments
Waco, Texas

In Waco, eligible secondary students — about 220 in 1992 — participate in a comprehensive summer program that addresses a variety of academic and work-related objectives. In the classroom training and work component, 14- to 21-year-old students who are overage for their grade spend mornings in an academic lab completing work that leads to credit toward high school completion or progress toward earning a General Education Diploma. In the afternoons, they receive on-the-job-training in areas such as recreation, general office skills, child care, adult probation, and social service careers. Waco ISD enrolls a total of about 15,000 students, more than 70 percent of whom receive free or reduced-price lunches. The two participating suburban districts also serve high proportions of economically disadvantaged students — La Vega ISD with 48 percent and Mart ISD with 51 percent of students in the federal lunch program.

PROGRAM DESCRIPTION

Goals. The objectives of the Classroom Training and Work Experience component are to improve students' progress toward high school completion by providing opportunities to earn credit and master prerequisite skills. Students enrolled in The Opportunity Program (TOP) that operates in Waco high schools during the school year continue to earn credit. Students in the in-school or out-of-school GED tracks continue individual studies. Additionally, the program aims to provide summer employment that both generates income and stimulates career exploration. These objectives reflect ongoing collaboration among community representatives and district personnel. Objectives for academic work that leads to credit also reflect the input of high school faculty in relevant subject areas.

Curriculum and instruction. The Opportunity Program functions as a year-round "school within a school." At the core of its offerings are multimedia curriculum frameworks developed for 44 high school courses and for GED preparation, based on the Comprehensive Competencies Program (CCP) developed and disseminated by United States Basic Skills Investment Corporation (US BASICS). As they enter the program, students take a battery of basic skills assessments and review their transcripts to determine which of TOP's offerings are best suited to their needs. They may earn as much credit during the summer as their time and productivity permit, because the curriculum is open-entry/open exit and self-paced. The summer goal is one-half credit (one semester of coursework).

> ***[Students] may earn as much credit during the summer as their time and productivity permit, because the curriculum is open-entry/open exit and self-paced...***

All courses are competency-based and cover objectives selected by regular course instructors to reflect as closely as possible the learning opportunities that would be presented in a regular high school course. With the help of the TOP teacher and the CCP guidelines, each student selects learning activities from a menu of possibilities for each objective. For example, to reach a math objective, a student might choose from the relevant menu conducting hands-on experiments with a small group of peers, observing videotapes of teacher lectures and demonstrations, and using both text and computer-based exercises to solve problems and practice skills.

When the student has completed preparations, he or she requests a mastery test from the TOP teacher. A grade of 80 percent is required to move along to the next objective. Planning sheets for each student track mastery of course objectives, so that student progress is continuous across semester boundaries. If a student completes work on one course during the summer term, for instance, he or she may begin work on a second course. Objectives met for the second course will be recorded, and in the next school term, the student may begin with the next objective, rather than start all over. Academic objectives are cross-matched with state course requirements and GED competencies.

Academic classes meet in the classrooms and laboratories used during the regular school year at area high schools and the community college. The multimedia labs organized around the CCP were funded by state, local, and Job Training Partnership Act agencies and planned with US BASICS to match TOP's particular needs. TOP teachers received training from US BASICS in CCP lab and curriculum management. They elaborated on this basic structure to cover more extensive course requirements and a richer blend of instructional activities, including more direct interaction with teachers and peers than the CCP requires.

Non-instructional activities. The Waco ISD has collaborated successfully with the Danforth Foundation on child welfare programs since 1989 and with the McLennan County Youth Collaboration to implement the Communities in Schools (CIS) program, which emphasizes career awareness, job readiness, community service, and leadership development in summer activities.

Operation. Using records from previous years and teacher recommendations, program staff members select from the applicant pool a cohort of students who reflect the diversity of the region and who are eligible for JTPA services. They sort the students into three categories: (1) those who will participate only in work experiences because they need no academic enrichment; (2) those who will split their days between the TOP academic sessions and work experience; and (3) those who will split their days between enrichment/life skills training provided by CIS and work experience.

Parents receive a letter that describes the program and invites their support of their children's participation. Students receive final notification of their acceptance in mid-May. Within a week of the end of the regular school year, students report for orientation and pre-testing. At the same time, worksite supervisors are trained. Students attend classes and/or work sessions for eight hours a day, 40 hours per week for six or seven weeks, ending in mid-July. They are paid about $4 per hour.

Staff for the project include a director, working on an extended contract with Waco ISD, clerks, TOP teachers, a GED teacher, worksite supervisors, and an instructional aide. TOP staff receive training from the US BASICS technical advisor, who visits the lab throughout the year. In addition, Waco ISD and professors from Baylor and the University of Texas at El Paso have provided professional development in the areas of reading, writing, and language arts. The TOP budget includes money for travel to workshops and conferences.

Students attend classes and/or work sessions for eight hours a day, 40 hours per week for six or seven weeks, ending in mid-July.

Partnerships with other agencies and organizations. TOP's regular year and summer activities are products of close collaboration between the Heart of Texas Council of Governments and Waco ISD, among other organizations. TOP's core curriculum is a product of US BASICS which is a nonprofit organization supported primarily by grants from the Ford, Charles Stewart Mott, and UPS Foundations. The US BASICS curriculum, CCP, is used successfully at 485 sites in 41 states to provide adult basic education, GED preparation, competencies referenced by JTPA and the Secretary's Commission on Achieving Necessary Skills, worker retraining, English as a second language, and citizenship preparation. Its menu of activities for each academic, functional, or life skills objective is based on easily available computer software, as well as audio, video, and print materials. US BASICS can provide all the elements of CCP learning centers: instructional materials, multimedia supplements, equipment, management and authoring software, supplies, and computers, in addition to technical assistance and training. A self-contained course costing about $300 can serve 8 to 12 learners simultaneously without computers (although it can be adapted for use with computers).

EVIDENCE OF SUCCESS

Evaluative data kept since 1983, when the program was launched, indicate that students using the CCP gain an average of one or two grade levels in reading or math in about 35 hours of instruction. Evidence collected throughout the year indicates that TOP encourages students to remain in school; assists them to earn credits toward graduation; helps them pass the state competency exam; and raises scores in standardized tests of reading, language arts, and mathematics. The program won national recognition for student outcomes in the 1992 Secretary's Initiative to Improve the Education of Disadvantaged Children and numerous awards from Texas BASICS.

> ***...students using the CCP gain an average of one or two grade levels in reading or math in about 35 hours of instruction.***

COMMENTS

Waco has adapted for a wide range of purposes the ready-made, competency-based CCP curriculum available from US BASICS. Waco personnel have extended CCP's applications by working with subject-area teachers to develop competency-based versions of courses that could be used with students who have been unable to succeed in the regular classroom. The TOP team ensured that the objectives for state-mandated courses included the required content.

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Parents Make This Program Go

Nazlini Boarding School Summer Program
Ganado, Arizona

The summer school program is a critical part of the Chapter 1 Integrated Language Arts Program in this K-6 school. Much of the program takes place in computer labs, where stimulating software packages challenge students to learn reading and writing skills. Parent outreach and parent volunteers play an important role in this program.

PROGRAM DESCRIPTION

Goals. The purpose of the summer program is twofold: (1) to allow those students who have not met desired outcomes — especially those who have been in Chapter 1 for more than one year — more time to reach their goals; and (2) to forge a better partnership between home and school by meeting the needs of Chapter 1 parents to help their children at home and to understand the purpose of Chapter 1.

Curriculum and instruction. Students are divided into two multiage classrooms — one for grades 1, 2, and 3 and the other for grades 3, 4, and 5. Two computer labs are available, one for each classroom, and they provide reinforcement, readiness, remediation, and challenge through selected software packages and writing opportunities. Students are expected to meet at least 80 percent of the desired outcomes not met during the regular school year. Special emphasis is put on the reading and writing skills that involve critical thinking. Students meet in literature study circles to critically discuss their reading and writing, work independently on journals and oral literature experiences, create problem-solving situations for each other, and use computers to publish books. Whole group activities have included a class-developed drama with sets, costumes, etc. made by the students. The play was videotaped for frequent viewing.

The parents who attend summer school with their children are active participants in the program and help their own and other children. Parents attend Volunteer Parent sessions and explore in small groups how to help their children succeed in school. They create materials for the home, do journal writing, create their own biographies, and record their oral narratives. Additionally, parents learn how to turn on a computer, load and use word processing software, and spend one hour as volunteers in classrooms. During previous summer school sessions, parents have started an oral history project for the school and have rewarded the school with a handmade quilt.

> ***[Parents] create materials for the home, do journal writing, create their own biographies, and record their oral narratives.***

Outreach efforts are a crucial part of the summer schools program's success. Because of the remote location of the community, parents of Chapter 1 students are sometimes difficult to contact as they may not be able to get to meetings easily. Thus, they may have difficulty getting program information or attending summer school.

Non-instructional services and activities. The school has made a special effort to address transportation needs so that parents are informed and all selected students can attend the program. An all-terrain vehicle is used to transport students and parents who want to attend summer school but who have moved to summer sheep camps in the mountains.

Operation. The summer school component of the Chapter 1 program serves 40 students and their parents with a team of five paraprofessionals, two cooks, two bus drivers, three teachers, and a coordinator. The program runs for four weeks for five hours each day and consumes 20 percent of the Chapter 1 resources. Additional money for the parent program comes from resources other than Chapter 1. The summer school fosters partnerships between home and school and between regular and Chapter 1 programs through parent training and integrated learning experiences.

EVIDENCE OF SUCCESS

Nazlini School has tangible evidence of success in the quilt that hangs proudly in the school and the number of parents who attend meetings at the school. They take great pride in their videotaped drama and other products of the summer school experience. They also are proud that they reached all student achievement targets — both test and desired outcomes — in the 1991-92 school year. Since the summer school is a critical component of the total Chapter 1 project, it is unlikely the achievement target would have been met without the summer component.

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Poised for Success in Math

The Pre-Algebra Summer Academy
Charlotte-Mecklenburg Schools
Charlotte, North Carolina

Charlotte-Mecklenburg School's (CMS) Pre-Algebra Summer Academy provided about 20 middle-school math teachers with an opportunity to gain new content-related knowledge and skills and apply their learning to real classroom situations. In addition, more than 200 rising seventh graders improved their subsequent performance in pre-algebra classes by spending two weeks with the teachers experimenting with new instructional methods and materials.

PROGRAM DESCRIPTION

Goals. In recent community-wide, agenda-setting meetings, CMS identified pre-algebra as a target for efforts to improve curriculum and instruction and, thereby, student achievement. Although pre-algebra was seen as a gateway for more advanced work, the district found that students who left sixth grade with average or better math grades were not succeeding in the course — or, in some cases, not even attempting it at the middle-school level. The district set a high priority on achieving dramatic increases in students' successful completion of pre-algebra by the end of middle school. District officials learned, however, that middle-school facilities were not equipped to respond effectively to greatly increased enrollment in advanced math. Many teachers who would now be expected to teach pre-algebra had neither the knowledge nor the skills required to do so. The goals for the Academy were therefore twofold: (1) to provide teachers with a rich and stimulating professional development experience and (2) to encourage students who have achieved the prerequistes to enroll in pre-algebra. The Pre-Algebra Academy addresses National Educational Goals 2, 3, and 4, as well as the North Carolina requirement that every high school graduate master algebra.

Curriculum and instruction. In Project Phase I, one seventh-grade mathematics teacher was recruited from each middle school to participate in the Academy. (Project funds did not permit a larger enrollment.) During a week at the end of June, these teachers worked with consultants to learn new instructional strategies and deepen their understanding of key mathematical concepts. This phase focused on methods that promote students' problem-solving skills, accommodate student diversity, employ relevant computer software, and introduce algebraic concepts through concrete models. During Phase II, in mid-July, students joined the teachers to work in small groups in laboratory settings for two weeks, using the methods, materials, and ideas developed in Phase I. Phase III concentrated on dissemination by participating teachers to their colleagues in each school in the school year following the summer Academy.

Operation. Teacher volunteers from each middle school enrolled in the Academy. They received a stipend for the week of the workshop and regular pay for the two weeks of teaching. They met at the Academy for a week, spending mornings with consultants who demonstrated how to use new algebra-based manipulatives and computer software and how to engage students successfully in exploring math concepts. In the afternoons, teachers collaborated with each other on applications of these methods and materials to the upcoming course for students and to their own regular school-year classes.

In the second week, students arrived for "math camp." In order to identify the group most likely to experience immediate benefit from this activity, CMS had ranked by achievement all rising seventh graders who were technically eligible for pre-algebra. Those at the low end, who had demonstrated scant mastery of the prerequisite skills, were invited to attend. The language of the invitations characterized those invited as learners poised for success in math, on the brink of a developmental breakthrough into thorough-going mathematical competence. The math camp was portrayed as an exciting introduction to this level of adeptness.

> ***[Phase I] focused on methods that promote students' problem-solving skills, accommodate student diversity, employ relevant computer software, and introduce algebraic concepts through concrete models.***

Of the 400 students invited, more than 200 showed up on the first day and others arrived later, as news of participants' satisfaction spread. The prevailing climate of enthusiasm and high expectations was symbolized in the banner that greeted their arrival: "Welcome Math Scholars!" Enrollment and attendance rates started high and actually increased from the beginning to the end of the session. In the end, parents of more advanced students were complaining about being left out.

Students and teachers worked together from 8:00 a.m. to 12:30 p.m., with a mid-morning break for cookies and juice. During the morning, students rotated through three teachers' stations, each focusing on a different math topic with different activities. Teachers administered no formal tests and assigned no homework. However, many students asked permission to take work home. At the end of the session, parents attended a brief culminating event at which students' accomplishments were celebrated.

A lead teacher began program preparations a week before the other teachers arrived for the introductory workshop and served as an on-site administrator for the Academy. The regular math supervisor, a 12-month employee of the district, was the administrator of record. In addition, a security officer from the central office was assigned to the project at opening and dismissal times to help with traffic control.

> ***...students rotated through three teachers stations, each focusing on a different math topic with different activities.***

As part of the planned follow-up, teachers who completed the Academy activities brought back to their home schools instructional materials worth about $1,200. They were commissioned to share the materials and methods of using them with their colleagues.

Partnerships with other agencies and organizations. The Knight Foundation funded the Pre-Algebra Academy with a $60,000 grant. Members of the Chamber of Commerce visited the Academy and liked the program so well that their recommendations produced a steady stream of community visitors.

EVIDENCE OF SUCCESS

Fifty-nine percent of the camp participants who had been identified as the least mathematically competent students in the group qualifying for enrollment in pre-algebra earned grades of B or A in the first quarter of the seventh-grade pre-algebra course. Ninety percent earned grades of C or higher. In comparison, only about 70 percent of the district's total enrollment in seventh-grade pre-algebra earned grades of C or higher, and only about 45 percent earned A or B. CMS is continuing to collect data on long-term effects.

COMMENTS

Program personnel reported that the climate of the Academy made a significant contribution to teacher, student, and community morale. Both confident, experienced teachers and mathematical novices seemed to benefit from the initial week of collegial engagement with outside experts. The students enjoyed being treated like real scholars and presented no behavioral problems during the sessions. Community interest, like student participation, snowballed as word circulated throughout the community that the Academy was challenging and fun.

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Young Authors in Print

Peer Production: Discovering the Genius Within You
Broward County Public Library
Fort Lauderdale, Florida

"Peer Production" is an innovative library-based program that helps economically disadvantaged students between the ages of 8 and 15 years old identify with books and increase their self-image and literacy skills. By creating and publishing their own books, the students not only help themselves but also motivate others through their writings. The books are distributed to schools and libraries throughout Florida.

PROGRAM DESCRIPTION

History. Since 1976, the Broward County Library (BCL) has been making a concentrated effort through its "Library in Action" program to reach out to parts of the community where residents are unfamiliar with libraries. Library in Action staff have gone door-to-door to introduce the library to the community and to find out what residents expect and need. Library staff learned that many residents didn't use the library because they didn't know how to read. In 1980, BCL obtained a Library Services and Construction Act (LSCA) grant to start the library's "Read Campaign," which is designed to improve the literacy skills of the community. Although it initially targeted adults, the program has evolved to include children and youth.

> ***By creating and publishing their own books, the students not only help themselves but also motivate others through their writings.***

Goals. The goal of the original project was to relate literature to children by exposing them to stories written by their own peers. This exposure would come by adding the books to library and school collections and by using the books for story hours and creative dramatics. As the program evolved, two phases with separate goals emerged. The first phase focuses on creating materials, and the second focuses on understanding the parts of a book. During the summer program, over 300 students are involved in the program's two phases.

Operation. The book production phase is run in three-week workshop sessions. During the summer months, the library offers three peer production workshops, each enrolling approximately 30 students, in three different locations. Using training materials developed for this purpose, staff and volunteers undergo approximately eight hours of training to learn how to help students write and produce the books. At least two staff persons lead the workshop at each site. The workshops are usually held in the branch library, but during the winter months workshops are often held in community agencies that serve youth at risk of academic failure.

...working with shoe boxes and art materials, the students create dioramas of one of the scenes from their stories.

During the workshop, students begin by recalling a favorite story that they all know. Then they analyze the story and identify the "ingredients" that go into it. Working together, group members make up an original story, learning to create the different parts with informal guidance from the workshop leaders. Finally, each student writes his or her own story and illustrates it. The librarians help to key the text into the computer, lay out the books, insert illustrations, and publish the final product. Then, working with shoe boxes and art materials, the students create dioramas of one of the scenes from their stories. At a new writers' reception, parents, friends, and other children celebrate the books' publication. Community representatives may fill in for parents who are unable to come so that each child receives individual recognition.

The second phase of the program helps students absorb information from books and builds on the interest generated through the book production component. This is a daily program that runs for eight weeks and can accommodate 30 students at a time. The two-hour sessions are more structured and expand the curriculum to include art, math, dance, music, and interpersonal relationships.

Staff of this program attend two days of intensive training in "accelerated learning" principles, based on the philosophy that at-risk students must learn at a faster rate than more privileged students in order to catch up — not at a slower rate that leaves them farther and farther behind. This enrichment strategy aims to promote students' academic ability by recognizing and utilizing their strengths. These strengths have frequently been overlooked because students have not displayed the learning behaviors associated with success among middle-class students. In this phase, teachers present one book to the group and lead the group discussion. Then students choose from an array of 150 books to analyze on their own or in small groups. They use knowledge gained from the books to create new expressions in art, music, dance, and writing.

Funding for the first two years of this program was provided by the LSCA grant. The Knight Foundation provided funding for intensive training in the accelerated learning process. Continuation funds come from the library operating budget, Friends of Literacy, and when available, various grants.

EVIDENCE OF SUCCESS

Since the program started in 1988, 58 books have been produced. Ten children's books, two young adult books, and three books by new adult readers have been published with the help of LSCA and Florida Arts Council funds. These, along with 1,200 copies of the handmade books, have been distributed to public libraries and schools throughout the state. AT&T has become involved in publishing one of the teen books and sponsored a reception for all the authors.

The greatest impact of this program has been the empowerment of children and young adults to achieve success as authors of published books. Families and friends of authors come to the library to visit "their" books. The interest in the books has brought many children, teens, and parents to the library for the first time. There is a waiting list of agencies that want to participate in the program. Schools inquired about the program after the students demonstrated a marked increase in skills and enthusiasm for reading.

The greatest impact of this program has been the empowerment of children and young adults to achieve success as authors of published books.

COMMENTS

This summer program is only a part of the Broward County Public Libraries' literacy program, called the Read Campaign, that is offered year-round for children, youth, and adults. This program targets the county's most difficult-to-reach communities and does not attempt to duplicate or supplement the schools' curriculum. The primary objective is to work in neighborhoods that have a 60 to 80 percent illiteracy rate and to bring those neighborhoods into the reading community. The program uses the Laubach method in its adult program and accelerated learning principles in the after-school and summer programs for children.

Staff who have worked in the programs credit their major success to the practice of hiring staff and recruiting volunteers who live in the community served. At the beginning of the program, project leaders hoped to create a core of volunteers who would offer the workshops to students in any neighborhood, but this objective was never met. Staff learned that volunteers who expressed interest in the program did not generally want to work in unfamiliar communities.

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Science Sense for Teachers

Iowa Chautauqua Program
Science Education Center, University of Iowa
Iowa City, Iowa

The Iowa Chautauqua Program (ICP) is an inservice program for science teachers in grades K-12 that begins with a three-week summer institute that is followed by workshops and ongoing support to 250 new teachers throughout the year. Lead teachers, recruited from among the outstanding graduates of previous ICP sessions, assist with the teacher workshops and form a key component of the program's success. University of Iowa staff, along with scientists from local colleges, universities, and industry are also part of the instructional team. Since its beginning in 1983, ICP has engaged 1,700 teachers in activities that improve their understanding of science and their ability to teach it successfully.

PROGRAM DESCRIPTION

Goals. The goals of the ICP include: (1) improving teachers' confidence in teaching science; (2) making teachers' instruction more congruent with the features of basic science by focusing instruction on questioning, developing explanations, and devising tests for evaluating those explanations; and (3) preparing teachers to facilitate student learning in multiple domains of scientific knowledge — concepts, processes, applications, creativity, attitude, and world view — not simple memorization of textbook material.

Curriculum and instruction. The ICP trains teachers to develop and assess new instructional materials based on the Science/Technology/Society (STS) approach to science teaching. Developed by the National Science Teachers Association, the STS approach engages students in identifying problems with local interest and impact, asks them to seek out information that can be applied to the task of solving these problems, explores the impact of science and technology on individual students, and emphasizes career awareness and citizenship roles as students attempt to resolve the issues they have identified. In an STS unit, for example, students might choose a problem like solid waste disposal, identify local resources — including scientists — to help them gather information about the issue, analyze solutions to the problem, and act on the implications of that analysis.

The STS approach promotes constructivist learning by asking students to make sense of a problem instead of receiving a "scientific" explanation and committing it to memory. Constructivist teaching allows students' own thinking to drive lessons or an entire STS unit and encourages them to initiate ideas, display leadership, and exercise autonomy in planning and doing. The approach also seeks out, adapts, and uses existing student ideas in teaching as opposed to textbook concepts.

Teachers meet again for 20 hours over a long weekend in the fall to discuss their experiences with the pilot units...

Program components. In a three-week summer institute, teachers learn the STS approach by becoming learners in a two-week STS unit. The two weeks are divided into four instructional blocks: "Questioning," in which teachers identify a real-world problem; "Explaining," in which they generate possible solutions; "Analyzing," in which they select among the solutions; and "Taking Action," in which they act upon their findings.

In the last week of the summer institute, teachers develop a five-day lesson plan to pilot in their classrooms in September or October. Teachers meet again for 20 hours over a long weekend in the fall to discuss their experiences with the pilot units, select topics for longer STS units, and plan assessments of student learning. Over the winter, they develop, present, and assess a longer STS unit (at least 20 days of instruction). In the spring, teachers meet over another weekend to share, analyze, and plan for even more extensive changes in school programs and teaching strategies. Teachers receive ongoing support through a series of interim communications with central staff, lead teachers, scientists, and fellow participants, including a newsletter, special memoranda, monthly telephone contacts, and school/classroom visits.

Operation. ICP staff coordinate the program with all 15 of Iowa's Area Education Agencies (AEAs), rotating the program through five different AEAs each year, so that all teachers in the state will have the chance to commute to one of the institutes. The ICP organizes five three-week summer institutes, five two-and-one-half-day fall workshops and five two-and-one-half-day spring workshops, which enroll 250 new teachers each year. Each site trains 30 to 50 new teachers, with teachers evenly distributed over the K-12 years. During institutes, these teachers split up for grade level-specific activities.

Lead teachers, recruited from previous years' programs, play a key role in the training. Thirty lead teachers attend a two-week leadership conference at the beginning of the summer to plan summer and academic-year workshops, enhance instructional strategies and leadership skills, and refine assessment strategies. Lead teachers work with university faculty, AEA staff, and scientists to instruct and evaluate new teachers. During the year, lead teachers help develop and pilot new materials and participate in one or more classroom research projects. Most lead teachers have initiated efforts to restructure their schools' science curriculum to meet STS criteria. Some lead teachers support replication efforts in other states.

Teachers receive a stipend of $900 for participating in the summer ICP workshops. Lead teachers receive a stipend of $1,500.

Partnerships with other agencies and organizations. ICP was one of 17 Chautauqua programs initiated in 1983 by the National Science Teachers Association with a three-year $1.2 million grant from the National Science Foundation (NSF). Support has continued with two additional three-year grants from NSF and contributions from the Iowa Utility Association and other local businesses and industries.

Cost. The cost of a full-year Chautauqua series for 30 teachers is approximately $1,050 per participant, including the summer institute.

EVIDENCE OF SUCCESS

Over the past several years, the ICP has steadily developed a capacity for rigorous assessment of the program's effects. The program administers pre- and posttests to teachers to measure attitudinal changes associated with the program's first two goals. In addition, ICP staff and lead teachers observe classrooms to evaluate changes in teaching strategies. Students are pre- and posttested for improvement in the six domains of science education associated with the program's third goal. The results of these evaluations are compared with control groups of non-STS teachers and with non-STS classes taught by the same teacher.

...ICP significantly increased participating teachers' confidence in their ability to teach science.

In 1992, these evaluations indicated that the ICP significantly increased participating teachers' confidence in their ability to teach science. In addition, lead teachers were able to help their students grow significantly more in the process, applications, creativity, attitude, and world view domains than students in non-STS classes. These gains also occurred for new teachers, but were not as dramatic.

The ICP also seems to have had a significant impact on science teaching in the state of Iowa as a whole. In the most recent needs assessment conducted by the Iowa

Department of Education, the Iowa Chautauqua Program was named most often as a program that has brought about positive change in science teaching. Over the last five years, two-thirds of the awards for excellence in science teaching at the state level have been given to Chautauqua teachers.

COMMENTS

Educational leaders in Vermont, Arizona, Oklahoma, Missouri, California, and Nebraska have attended leadership training in Iowa and have initiated STS efforts in their own states, with the support of University of Iowa staff and lead teachers.

> ***ICP staff identify lead teachers as the key component to the program's success...***

ICP staff identify lead teachers as the key component to the program's success and recommend an experienced lead teacher for each 10 to 15 new teachers who enroll for the full calendar year sequence. Experience suggests the ideal size for an institute group is 30 to 50, with teachers evenly distributed over the K-12 years.

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Museum Adventures

Explorations
Parkside Association of Philadelphia
The Philadelphia Maritime Museum
Philadelphia, Pennsylvania

The Parkside Association, a community-based organization in West Philadelphia, and the Philadelphia Maritime Museum launched an 18-month collaborative project by hosting a Delaware River cruise on the *Spirit of Philadelphia* to introduce the participants and their families to the maritime history of the city. During the following year, museum and association staff continued to work with 8- to 12-year-old students on development of artifacts related to sailing traditions of Africa, Asia, and Europe. In the second summer, students and staff created exhibits that were displayed at the museum. *Explorations* was one of 11 collaborative projects developed under the aegis of Museums in the Life of a City: The Philadelphia Initiative for Cultural Pluralism.

PROGRAM DESCRIPTION

Goals. The five goals of the Museums in the Life of a City Initiative are to:

- Demonstrate the ways museums may contribute to community education and strengthen community values.
- Engage community-based organizations and museums in a collaborative activity in which they share responsibility and decision-making authority.
- Improve the capacity of museums and communities to use each other's distinctive resources to solve contemporary problems.
- Promote communities' participation in museum-sponsored activities and museums' attention to the needs and cultural interests of diverse community groups.
- Establish continuing, creative collaborations between communities and museums.

Within this broad framework, *Explorations* aimed to introduce students from West Philadelphia to the city's cultural resources and provide a stimulating experience that promotes learning in the arts, written and oral expression, geography, science, math, and history. The objectives for individual activities were developed collaboratively by the participating institutions. An underlying goal was to further students' understanding of how the world's waterways have linked cultures and peoples around the globe.

Curriculum and instruction. Museum visits provided the framework for creating artifacts and interpreting those in the museum's collection. Lessons used objects, films, drawing, and "museum hunt" activities to provide an overview of colonial shipbuilding; the uses of ships in commerce, transportation, and immigration; map and compass reading; and what life was like on board a ship. The museum staff demonstrated boat-building techniques, using traditional tools. A community artist at Parkside Center involved students in projects making maritime artifacts and replicas based on their own insights gained from museum presentations and exhibits.

> ***..."Explorations" aimed to introduce students from West Philadelphia to the city's cultural resources and provide a stimulating experience that promotes learning in the arts, written and oral expression, geography, science, math, and history.***

During the school year, the museum's educator visited the Parkside Center to present activities centered on the sailing traditions of Africa, Asia, and Europe. In one workshop, a costumed storyteller evoked the smells, sounds, songs, hardships, and excitement of life aboard an eighteenth-century sailing ship. Under the guidance of the Parkside artist, students made storyboards, masks, and figureheads in African traditional styles. They used drawings, wood, clay, and collage to represent the types of ships used during the age of exploration — the African canoe, the Chinese junk, and the European galleon. They also attended weekend excursions to the waterfront to see history-in-the-making — the work of industries at the contemporary port — and to view historic vessels at Penn's Landing. Students documented their adventures on film and added their pictures to the pool of artifacts to be displayed in the culminating exhibit at the museum. During the second summer, students worked with museum staff to transform artifacts and photos into exhibits and write appropriate labels. Museum staff trained students to serve as docents and conduct tours of the exhibit, "Folkways & Waterways," which opened in mid-October with a gala celebration.

Operation. *Explorations*, like other programs in the Museums Initiative, began as an idea for collaboration among organizations, rather than a full-fledged proposal from one of them. The Parkside Association and the Maritime Museum together developed the project agenda and purposes during discussions that revealed the resources and interests that each organization brought to the project. Mutual benefit was a goal.

Through a project of direct educational value to youngsters, the association hoped to build community pride and identity as well as to expand members' horizons beyond the neighborhood boundaries. The museum, in turn, hoped to enlarge its view of cultural content and improve its ability to attract and serve a wider audience. The project's main themes and activities grew out of a shared understanding of what might work — an understanding that was the product of the collaborators' serious attention to finding a process to facilitate collaboration, patience in solving initial problems, and commitment to partnership. Successful projects sponsored by the Museums Initiative were those that invested time in the early days of their work to build a strong foundation for cooperative action.

Explorations events were planned jointly by the association and the museum and located at the most appropriate site — the museum, the association's center, places of interest in the local community, or the city as a whole. Participants met first at the museum for orientation during the first summer, and then adjourned to the Parkside site for further activities. Students went downtown and to the waterfront on three Saturday field trips held during the year, and then in late spring moved their base back to the museum to begin preparing exhibits and learning how to guide tours.

Students went downtown and to the waterfront on three Saturday field trips held during the year, and then in late spring moved their base back to the museum to begin preparing exhibits and learning how to guide tours.

Partnerships with other agencies and organizations. The Parkside Association of Philadelphia and the Maritime Museum were the primary developers of this project, one of 11 projects in the Museums Initiative. Three local schools attended by projects participants were also involved in planning and implementation. The Museums Initiative is a program of the American Association of Museums and Partners for Livable Places; it is governed by an advisory board that includes representatives of about 30 community organizations and cultural agencies. The Pew Charitable Trusts provided major funding for projects of the Museums Initiative.

EVIDENCE OF SUCCESS

The evaluation of the Museums Initiative focused on participants' perceptions of project productivity. In general, both community and museum participants reported gaining insight about the other's resources and potential for fruitful collaboration. The Parkside/Maritime project was reported to be very successful because committed staff members persevered through early difficulties to establish cordial and cooperative institutional relations, learned to make good use of each others' talents and resources, and continued to develop new plans and programs even after the pilot period — and funding — ran out. The project accomplished two goals. It helped students create an exhibit celebrating the sailing traditions of several cultures, and it built a firm and mutually enriching new relationship between a cultural institution and a community.

COMMENTS

Formal and informal reports of the Museums Initiative projects revealed that many agency participants identified the same challenge in the early stages of their collaboration: learning enough about their respective organizational cultures and constraints to establish comfortable routines for communication and build mutual trust. For example, museum staff, community organization decision makers, and school personnel are available for telephone contact and face-to-face meetings at different times of the day. At first, their expectations of meeting protocols, styles of decision making, and assumptions about how to share authority were quite diverse, reflecting the diversity of their missions and resources. These differences made it difficult for collaborating agencies to establish the reciprocal understanding essential for success.

> ***...the summer work and fun, followed by school-year activities, established the foundation essential for continued collaboration.***

The Museums Initiative developers started the project to solve the problem they saw: that many communities in the city remained isolated from public cultural resources, partly because museums' sometimes narrow conceptions of culture failed to include the materials and ideas relevant to all the elements of a multi-cultural population. The Initiative was designed to bridge this gap. However, resolving the problem depended on finding a solution to the other manifestations of social distance among the organizations. Staff of productive projects stayed the course, tacking through unfavorable winds and weathering rough seas.

Explorations did not accomplish everything it set out to do, but the summer work and fun, followed by school-year activities, established the foundation essential for continued collaboration. For long-term relationships among institutions, the summer experience provided time and opportunity to begin.

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Easing Transition to "Real School"

Even Start Summer Program
Healdsburg School District
Healdsburg, California

Healdsburg offers a summer program for parents and children that supplements the district's regular summer session with home and school-based activities designed to promote family literacy, as well as children's overall development. The Northern California Even Start Consortium allocates federal funds that support the project. Families from the nearby community of Windsor, another member of the consortium, also participate.

PROGRAM DESCRIPTION

Goals. All consortium projects address objectives related to the overall project goals of improving adult and child literacy and helping parents learn more effective ways to support their children's academic success. The goals of the summer program specifically support continuing engagement with academics when regular school is not in session and ease the transition of targeted five-year-olds into kindergarten from preschool programs.

The goals of the summer program specifically support continuing engagement with academics when regular school is not in session and ease the transition of targeted five-year-olds into kindergarten from preschool programs.

Curriculum and instruction. The summer program offers five curriculum options, one for each kind of participant and setting. At the school site, the youngest children — four years old and under — enjoy a High/Scope curriculum that emphasizes knowledge construction and language development (in Spanish) through active engagement in learning tasks. Teachers offer students lessons that stretch their knowledge and skills through direct experience with real objects, conversation, and reflection about what they are doing and how they are doing it. In another class, prospective kindergartners prepare to adapt to the different expectations of "real school." Students about to enter grades 1-6 attend sessions with peers in a conventional summer school program. Those with limited English proficiency receive the support of bilingual teachers. Parents spend three hours a day at school on literacy activities developed by the teacher. These lessons touch on subjects such as family, customs, school, health, celebrations, and nutrition. During the last hour, teachers encourage parents to work with their own children in the children's classrooms.

Home visitors to Even Start families use the fifth curriculum, "cajas de aprendizaje," which are learning kits. Each *caja* (box) holds children's books and cassette tapes of the story (both books and tapes are in Spanish) for parents and children to read together; a tape player with extra batteries and a power adaptor for families with electricity; a blank book; and paper, pens, glue, playdough, scissors, and crayons. Home visitors bring the *cajas* at the beginning of the summer (or the beginning of the school year) and replenish supplies during a weekly visit in which they introduce a new activity, demonstrating to parents and children new ways to work together on literacy projects. Parents and students write and illustrate stories, often drawing on their own histories. Even Start staff reproduce the stories and bind copies for the family and the school's classroom libraries. During August, home visitors collect all the *cajas* and refurbish them.

All activities for young children and most for parents are conducted in Spanish by native speakers who are also fluent in English.

> ***All activities for young children and most for parents are conducted in Spanish by native speakers who are also fluent in English.***

Non-instructional activities. Both Migrant and non-Migrant participants in the Even Start program receive free lunches; their parents join them at lunchtime, bringing their own bag lunches from home. The Even Start van provides transportation for families that need it.

Operation. The summer program at Healdsburg, like the school-year programs, represent the coordinated efforts of agencies and funds that serve disadvantaged students: Migrant Education, Even Start, and the school district. The school-based program operates two days a week for four weeks from mid-June through mid-July, and home visits continue from September through July. (Parents recommended the August break in services.)

The Even Start van (last driven last year by the summer coordinator, who also served as a literacy instructor) picks up participating parents and children each morning. The adults join the literacy class, while a team of instructors runs the preschool class. This team includes a certified early childhood teacher, one or two adult bilingual aides, and one or two paid high school students. The early childhood teacher also serves as staff trainer; all program assistants are trained at evening sessions before they start working with children. The number of young children attending sessions varies between 7 and 15, and some staff are employed on an on-call basis to accommodate the number of children and their needs. In general, program enrollment swells as word reaches the targeted population about its availability during the first days of operation each year. Adults may also attend literacy classes two evenings a week; those classes meet at sites provided by other community organizations.

Adults may also attend literacy classes two evenings a week; those classes meet at sites provided by other community organizations.

Partnerships with other agencies and organizations. The local Boy Scout Council lends its meeting room, which is right across the street from the summer school site, for use by the adult literacy class at no cost to the program. Classes also meet sometimes in church basements or other community halls, when schools are closed. La Familia, a Migrant Education agency, supports one adult instructional assistant, and some English as a Second Language staff are provided by the California Human Resource Development Corporation. When parents complete the basic ESL course, they may attend the intermediate course at the local community college.

EVIDENCE OF SUCCESS

The program evaluator reports that student and parent outcomes meet or exceed federal expectations, even though the required evaluation instruments are not very sensitive measures for this Spanish-speaking population, according to the evaluator.

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565 Sanns Lane
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(707) 431-3470

For More Information and Assistance

CHAPTER 1 TECHNICAL ASSISTANCE CENTERS

Region A

Maine, New Hampshire, Vermont, Rhode Island, Connecticut, Massachusetts, New York, New Jersey, Puerto Rico

Everett W. Barnes, Jr.
RMC Research Corporation
1000 Market Street
Portsmouth, NH 03801
(800) 258-0802

Specialty Option: Parent Involvement and Family Literacy
Diane D'Angelo

Region B

Pennsylvania, West Virginia, Delaware, Maryland, District of Columbia, Kentucky, Indiana, Ohio, Michigan

Linda Parker
PRC, Inc.
2601 Fortune Circle East
Indianapolis, IN 46241
(800) 456-2380

Specialty Option: Effective Practices: Identification and Dissemination
Pamela Terry-Godt

Region C

Virginia, North Carolina, South Carolina, Tennessee, Mississippi, Alabama, Georgia, Florida

Jerry A. Jenkins
Educational Testing Service
Lakeside Parkway, Suite 400
Tucker, GA 30084
(800) 241-3865

Region D

North Dakota, South Dakota, Minnesota, Wisconsin, Nebraska, Iowa, Illinois, Missouri

Judy Pfannenstiel
Research and Training Associates, Inc.
34 Corporate Woods
10950 Grandview, Suite 300
Overland Park, KS 66210
(800) 922-9031

Specialty Option: Curriculum and Instruction
Alexa Pochowski

Region E

Arkansas, Louisiana, Kansas, Oklahoma, Texas, Colorado, Utah, Arizona, New Mexico

Susan Duron
RMC Research Corporation
Writer Square, Suite 540
1512 Larimer Street
Denver, CO 80202
(800) 922-3636

Region F
Alaska, Hawaii, Washington, Oregon, Idaho, Montana, Wyoming, Nevada, California

Gary Estes
Far West Laboratory
730 Harrison Street
San Francisco, CA 94107
(415) 565-3012

CHAPTER 1 RURAL TECHNICAL ASSISTANCE CENTERS

Region 1
Maine, New Hampshire, Vermont, Rhode Island, Connecticut, Massachusetts, New York, New Jersey

Colleen Orsburn
RMC Research Corporation
1000 Market Street
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Region 2
Pennsylvania, West Virginia, Delaware, Maryland, District of Columbia, Kentucky, Indiana, Ohio, Michigan

Duane Richards
PRC, Inc.
2601 Fortune Circle East
Indianapolis, IN 46241
(800) 456-2380

Region 3
Virginia, North Carolina, South Carolina, Tennessee, Mississippi, Alabama, Georgia, Florida

Trudy Bacon
Educational Testing Service
Lakeside Centre
1979 Lakeside Parkway, Suite 400
Tucker, GA 30084
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Region 4
North Dakota, South Dakota, Minnesota, Wisconsin, Nebraska, Iowa, Illinois, Missouri

Diane Seltzer
Research Training Associates, Inc.
34 Corporate Woods
10950 Grandview, Suite 300
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Region 5
Arkansas, Louisiana, Kansas, Oklahoma, Texas, Colorado, Utah, Arizona, New Mexico

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RMC Research Corporation
1512 Larimer Street, Suite 540
Denver, CO 80202
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Washington, Oregon, Idaho, Montana, Wyoming, Nevada, California

Andy Sommer
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Portland, OR 97204
(800) 788-1887

Region 7
Alaska

Mike Trevisan
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Region 8
Hawaii

Marlyn Willardson
RMC Research Corporation
522 SW Fifth Avenue, Suite 1407
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(800) 788-1887

Region 9
Puerto Rico

Carmen Miranda
PRC, Inc.
P.O. Box 11924
Caparra Heights Station
Puerto Rico 00922
(809) 781-3564 and (809) 783-2744

Region 10
Bureau of Indian Affairs Schools

Sondra S. Cooney
Research and Training Associates, Inc.
34 Corporate Woods
10950 Grandview, Suite 300
Overland Park, KS 66210
(800) 638-7859

REGIONAL EDUCATIONAL LABORATORIES

Northeastern Region

Connecticut, Maine, Massachusetts, New Hampshire,
New York, Puerto Rico, Rhode Island, Vermont, Virgin Islands

The Regional Laboratory for Educational Improvement of the Northeast and Islands
300 Brickstone Square, Suite 900
Andover, Massachusetts 01810
(800) 347-4200
Director: David P. Crandall

Mid-Atlantic Region

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Research for Better Schools
444 North Third Street
Philadelphia, Pennsylvania 19123
(215) 574-9300
Director: John E. Hopkins

Appalachian Region

Kentucky, Tennessee, Virginia, West Virginia

Appalachia Educational Laboratory
PO Box 1348
Charleston, West Virginia 25325
(800) 624-9120
Director: Terry L. Eidell

Southeastern Region

Alabama, Florida, Georgia, Mississippi, North Carolina, South Carolina

SouthEastern Regional Vision for Education
PO Box 5367
Greensboro, North Carolina 27435
(800) 755-3277
Director: Roy H. Forbes

Southwestern Region
Arkansas, Louisiana, New Mexico, Oklahoma, Texas

Southwest Educational Development Laboratory
211 East Seventh Street
Austin, Texas 78701
(512) 476-6861
Director: Preston C. Kronkosky

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Mid-continent Regional Educational Laboratory
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Aurora, Colorado 80014
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Director: C. L. Hutchins

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Oak Brook, Illinois 60521
(708) 571-4700
Director: Jeri Nowakowski

Northwestern Region
Alaska, Idaho, Montana, Oregon, Washington

Northwest Regional Educational Laboratory
101 S. W. Main Street, Suite 500
Portland, Oregon 97204
(800) 547-6339
Director: Robert R. Rath

Western Region
Arizona, California, Nevada, Utah

Far West Laboratory for Educational Research and Development
730 Harrison Street
San Francisco, California 94107
(415) 565-3000
Director: Dean H. Nafziger

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American Samoa, Commonwealth of the Northern Mariana Islands, Federated States of Micronesia, Guam, Hawaii, Republic of the Marshall Islands, Republic of Palau

Pacific Region Educational Laboratory
1164 Bishop Street, Suite 1409
Honolulu, Hawaii 96813
(808) 532-1900
Director: John W. Kofel

ADDITIONAL RESOURCES

Center for Research on Effective Schooling for Disadvantaged Students
The Johns Hopkins University
3505 North Charles Street
Baltimore, Maryland 21218
(410) 516-0370

National Center for Research on Evaluation, Standards, and Student Testing
Center for the Study of Evaluation
UCLA Graduate School of Education
145 Moore Hall
Los Angeles, California 90024-1522
(310) 206-1532

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ACKNOWLEDGEMENTS

Until now, there has been little synthesized information about effective summer programs for disadvantaged children. It took a unique collaboration of educators and community members who are working with disadvantaged students, as well as organizations that pulled together knowledge gleaned from the research literature, to produce this document. We would like to acknowledge the following:

The educators who gave their time generously to describe their innovative summer programs.

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ISBN 0-16-041786-4
90000
9 780160 417863

United States
Department of Education
Washington, D.C. 20208–5572

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Penalty for Private Use, $300

PIP 93–1501